The Callaghan speech—continued from page 1

'Are we aiming in the right direction . . .'

ting and expressing the purpose of education and the standards that we need.

During my travels around the country in recent months, I have had many discussions that show concern about some of these matters.

First let me say, so that there should be no misunderstanding, that I have been very impressed by a number of the schools I have visited by the enthusiasm and dedication of the teaching profession, by the variety of courses that are offered in our comprehensive schools, especially in arts and crafts as well as in other subjects, and by the alertness and keenness of many of the young people I have met. Clearly, life at school is far more full and creative than it was many years ago. I would also like, if I may be allowed to do so publicly, to thank the children who have been kind enough to write to me after I visited their schools: and well-written letters they were. I recognize that teachers occupy a special place in these discussions because of their real sense of professionalism, and vocation, about their work.

But I am concerned on my journeys to find complaints from industry that new recruits from the schools sometimes do not have the basic tools to do the job that is required.

I have been concerned to find that many of our best trained students who have completed the higher levels of education at university or polytechnic have no desire or intention of joining industry. Their preferences are to stay in academic life (very pleasant, I know) or to find their way into the civil service. There seems to be a need for more technological bias in science teaching that will lead towards practical applications in industry rather than the satisfaction of pure academic science before they leave school? Then there is concern about the standards of numeracy of school leavers. Is there not a case for a professional review of the mathematics needed by industry at different levels? To what extent are these deficiencies the result of insufficient coordination between schools and industry? Indeed how much of the criticism about the absence of basic skills and attitudes is due to industry's own shortcomings rather than to the educational system? Why is it that 30,000 vacancies for students in science and engineering in our universities and polytechnics were not taken up last year while the humanities courses were full?

On another aspect there is the unease felt by parents and teachers about the new informal methods of teaching which seem to produce excellent results when they are in well-qualified hands but are much more dubious in their effects when they are not. They seem to be here accepted, if I may judge from my own experience, where there are strong parent/teacher links. There is little wrong with the range and diversity of our courses. But is there sufficient thoroughness and depth in those required in after life to make a living?

These are proper subjects for discussion and debate. And it should be a turbulent debate based on the facts. My remarks are not a clarion call to Black Paper prejudices. We all know those who claim to defend standards but who in reality are simply seeking to defend old privileges and inequalities.

'It will be to the advantage of all . . . if these concerns are aired and shortcomings righted or fears put to rest'

It is not my intention to become enmeshed in such problems as whether there should be a basic curriculum with universal standards —although I am inclined to think that there should be—nor about other issues on which there is a divided professional opinion such as the position and role of the Inspectorate. Shirley Williams, the new Secretary of State, is well qualified to take care of these issues and she will speak for the Government. What I am saying is that where there is legitimate public concern it will be to the advantage of all involved in the education to fit them to do a job of work. Not one or the other, but both.

For many years—as I remember perhaps better than most because I am older—the accent was simply on fitting a so-called inferior group of children, and many of you would have been in that category, with just enough learning to earn their living in the factory. Labour has attacked that attitude consistently, during 60 or 70 years and throughout my childhood. There is now widespread recognition of the need to cater for a child's personality, to let it flower in the fullest possible way.

The balance was wrong in the past. We have a responsibility now in this generation to see that we do not get it wrong in the other direction. There is no virtue in producing socially well adjusted members of society who are unemployed because they do not have the skills. Nor at the other extreme must they be technically efficient robots. Both of the basic purposes of education require the same essential tools. These are to be basically literate, to be basically numerate, to understand how to live and work together, to have respect for others and respect for the individual.

This means acquiring certain basic knowledge, and skills and reasoning ability. It means developing lively inquiring minds and an appetite for further knowledge that will last a lifetime. It means mitigating as far as possible the disadvantages that may be suffered through poor home conditions or physical or mental handicap—things never thought of many years ago. Are we aiming in the right direction in these matters?

I do not join those who paint a lurid picture of educational decline because I do not believe it is generally true, although there are examples which give cause for concern. I am raising a further question. It is this. In today's world higher standards are demanded than were required yesterday and there are simply fewer jobs for those without skill. Therefore we demand more from our schools than did our grandparents.

'There is room for greater understanding . . . of the nature of the job that is being done already'

There has been a massive injection of resources into education, mainly to meet increased numbers, partly to raise standards. But in present circumstances there is little expectation of further increased resources being made available, at any rate for the time being. I fear that those whose only answer to these problems is to call for more money are going to be disappointed. But that surely cannot be the end of the matter. There is a challenge to us all in these days and a challenge in education is to examine its priorities and to secure as high efficiency as you can by the skilful use of the £6 billion of existing resources.

Let me repeat some of the fields that need study because they cause concern. There are the methods and aims of informal instruction. The strong case for the so-called core curriculum of basic knowledge. What is the proper way of monitoring the use of resources in order to maintain a proper national standard of performance? What is the role of the inspectorate in relation to national standards and their maintenance? And there is the need to improve relations between industry and education.

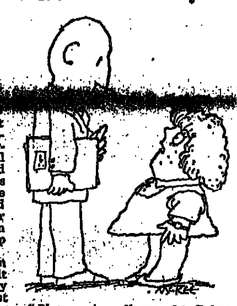
Another problem is the examination system—a contentious issue. The Schools Council has reached conclusions about its future after a great deal of thought, but it would not be right to introduce such an important change in advance of further public discussion. Maybe it has not got it right yet. Shirley Williams intends to look at the examination system again, especially in relation to less academic students staying at school beyond the age of 16. A number of these issues were taken up by Fred Mulley and will now be followed up by her.

We are expecting the Committee report shortly government and manage... schools in England and... hope that will bring toge... authority, parents and pup... chers and industry more c... The Secretary of State is a... lowing up how to attract ... young people into engineer... science subjects; whether ... more efficient ways of ... resources we have for the ... of young people between ... of 16 and 19 and whether re... can help make a bridge ... teacher training and ... teachers, especially to hel... subjects where there is a ... as there is.

I have outlined some ... asked questions about the... The debate that I was ... got off to a flying start ... I reached the starting ha... ask all those who are ... respond positively and ... sively. It will be an adv... the teaching profession ... wide public understanding ... port for what they are do... there is room for greater ... standing among those who ... directly concerned of the ... the job that is being done.

The traditional concern ... whole Labour movement ... education of our children ... people on whom the fut... country must depend. ... it is appropriate that I s... proud to reaffirm the ... would be a betrayal of ... cern if I did not ... specific attention, ... and put to you some ... lenges which we ha... some of the respo... needed from our ... tem. I am as ... shall do so as I ... the new building ... hero will honour ... ideals and vision ... of Ruskin College ... future will be a ... your past and your ...

What McKee says



"Please, sir, tell me the Prime Minister won't come between us."

Next week

Margaret Spencer reviews ... Tough's new work on ... speech patterns.

Books: Peggy Hesketh ... sexist campaigners in ... literature; Henry Fischer ... the philosophy of primary ... cation; Rowland Berry ... new autobiography ... of a schizophrenic ... English and drama.

THE TIMES
Educational Supplement
FIRST PUBLISHED 1910 PRICE 15p
OCTOBER 29 1976 NUMBER 3201

Shirley's salvo sinks 16-plus —for now

by Bert Lodge

... over what goes on in ... ools has started to look like ... Public discussion was sug... by the Prime Minister just ... o weeks ago—but this week ... changes took place between ... the major protagonists—the ... ent of Education and its ... ate on the one hand, and ... ols Council (representing ...) on the other.

... outspoken letter on Tues... Sir Alex Smith, chairman of ... ols Council, the Education ... Mrs Shirley Williams, re... ... council's proposals for a ... examination at 16-plus. ... it is appropriate that I ... proud to reaffirm the ... of the council's proposals con... major uncertainties.

... did that feasibility trials had ... conclusive, problems of ad... tion and cost had not been ... and the proposed single eye... ... unlikely to cater for all ... across the ability range.

... ring into the most sensitive ... Education Secretary said ... misgivings about the degree ... control of examinations ... the council was proposed.

... the same time as Mrs Wil... was casting down the Schools ... its chairman, Sir Alex ... was writing to the Prime ... of his "dismay and anger" ... Yellow Book memorandum ... for him by the Department ... cation.

... accused the Yellow Book ... against teacher unions and ... ols Council, and in favour ... Inspectorate. He wanted to ... that "this most powerful ... agency" has been doing ... the past decade or two while schools have been developing the alleged weaknesses.

This week's salvoes augur badly for the cooperation of the Schools Council that Mrs Williams hopes to enlist for the proposals to study further a common examination at 16-plus.

Mrs Williams is to even more outspoken on the council's proposals for the Certificate of Extended Education, a new examination for the non-academic sixth former. The council has not shown it would help this type of pupil to get a job, and neither further education nor employers have been convinced by the council's evidence on this, she says.

She proposes further discussions; meanwhile young people in the sixth form will continue to take the experimental CEE paper until 1977, leading to a CEE with endorsement to show it is based on sixth year work and with grades in O level or CSE terms.

On examinations generally, Mrs Williams writes: "Young people depend on their examination results when they are looking for a job or further education opportunities and in the present difficult situation it is vital that we do nothing to hinder their move from education into employment . . .

"I believe that the public has confidence in the standards of the existing examinations and their consistency across the country. This confidence is too valuable to be put at risk."

While recognizing that a common system of examining has consider...

Continued on page 3

Pioneer of IQ faked his research findings

By Oliver Gillie
Medical Correspondent

THE MOST sensational charge of scientific fraud this century is being levelled against the late Sir Cyril Burt, father of British

By CYRIL BURT
Professor of Psychology, University of L...

...e and its development. II.—Early ... logical tests. III.—Results reported ... and conclusions. V.—Appendix. VI...

...TUAL INTELLIGENCE AND ITS DEVELO... ...dition of Intellectual Ability.—" The

Vol. V Part I — The British Journal of Psychology, Statistical Section — March, 1952

THE NATURE AND CAUSES OF MALADJUSTMENT AMONG CHILDREN OF SCHOOL AGE

By CYRIL BURT and MARGARET HOWARD
University College, London

Vol. XI Part II — The British Journal of Statistical Psychology — November 1958

THE INHERITANCE OF INTELLIGENCE AND ITS SOCIAL IMPLICATIONS

By L. S...

The old delinquent: did Sir Cyril Burt, educational psychologist extraordinary, fake his figures? Virginia Makins on a s cientific mystery that came to light this week, page 5.

...nces to mend after the Yellow Book

... Smith's letter to the Prime Minister ... 3) is a blistering attack on the ... ent of Education and Science for ... ...rances to the Schools Council in ... Yellow Book. He has not pulled his ... es. He is quite as rude about the ...orate as the Yellow Book is about ...ols Council, and through his letter ... a deep sense of being personally ... by the senior officials inside the ... to exerted great pressure on him ...over the chairmanship.

...ores a hit when he contrasts the ... ...n of the role of the teachers' ... in policy-making with the Govern... ...'s own willingness to bring the trade ... into the centre of the power struc... in all other aspects of national life.

... without reason, he turns on the DES ... ...bers of the Council who have sat ... through meeting after meeting with... ...cing any criticism, while cooking up ... ...urlish and condescending references ... ...ecre performance in a memorandum ... Prime Minister. Certainly the Secre... ...State's role inside the Council has ... ...been made to appear devious in the ...

... he the resigning type, Sir Alex ... ...well retire to Manchester and ... ...ands of the Schools Council and it ... ...certainly not be easy to replace him ... ...Miss Williams makes his own inten... ...the Council a bit clearer. It is now known what she does not intend to ask it to do—a leader on page 2 discusses her decision to take over the study of 16-plus examination reform—but there is still a large area of curriculum reform for which something like the Schools Council is required to oversee. It would be singularly unwise to swing from one extreme to the other. The DES, and in particular the Inspectorate, must certainly not be encouraged to go for a monopoly in these matters, so serious consideration is now needed of ways of restoring confidence in the Schools Council. It is clear that its present constitution does not command the Secretary of State's support, and equally that there are many in the local authority world who would like to see it changed.

Now might be the time to look again at a provocative Bernal lecture given by Sir Sam Edwards, the chairman of the Science Research Council, earlier this year, in which he urged the schools should really be determined by the customers, not the children themselves because they would be immature, but by those people who had been through the system coming back and in the world, saying what they wished they should not determine what is taught in schools, but it is timely to highlight the essential question of how to make sure arguments about curriculum are rooted in a wide and realistic appreciation of society's needs.

If Mrs Williams is to smooth Sir Alex's feathers, and somehow convince the Schools Council that she still loves them, she has a big public relations job on her hands. The same can be said of her plan for a series of regional conferences to consult all and sundry on curricular matters. It is important to recognize this as a genuine attempt to take part in Mr Callaghan's great debate. No doubt it will all prove drearily predictable and the DES officials —as they told the select committee—are professionally equipped to tell the Secretary of State what these predictable reactions are going to be. But a start has to be made somewhere. If the Secretary of State is in public, she deserves every encouragement to do so. There is even the chance that the HMI's impending publication on prim... and secondary curriculum will... improved.

No comment

Dear parent,—As you are well aware, we have started a new course for the Universe and the Earth and in two weeks' time we will be starting on a five week course, "The Origins of Life".

Circular letter from Humphrey Perkins High School, Barrow-on-Soar, Loughborough.

Rotten core?
Michael Buckby, Edward Blishen and Mervyn Benford take a critical look at the teaching of three "common curriculum" subjects
pages 19-21

Children talking
Margaret Spencer reviews Joan Tough's project on communication skills in early childhood.
page 22

TES Extra:
Polytechnics—a decade of development. Introduced by Gordon Oakes, Minister of State for Education
pages 23-30

Foreign, pages 12, 13: Europe's bureaucratic chiefs; United States' proposals for year-round schools.

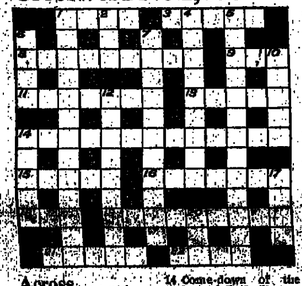
Talkback, page 33: Judi Thorpe on teenagers in playgroups; I. F. Birtwistle on child development courses for mothers; Education Books, pages 34-35: politics; reading; Poetry; drama; English; children's literature.

Resources, pages 36, 37: John Barker reviews materials for biology; Peter Green on posters; Elizabeth Matheson on reading materials.

Arts Reviews, pages 62-63: Robin Maconie on music; Robin Wood on film; Heather Neill on theatre; Cherida Marcs on early reading; Roy Hatchford on "Juvenile Liaison"; Frances Perror on Beckett.

Classified ad index 39

Crossword No 1,056



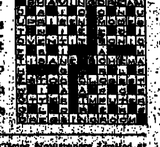
Across

1 See 3 (4).
3 Broken by the first of 7 before the last 1A 14A (8).
6 Old military watchdog ? (4, 7).
9 When the return victory was gained (3).
11 Suggests a bovine act of defence (7).
13 Sir by reason of the nonsense about America (5).
14 Come-down of the last of 7 (8, 5).
15 What the gambling Robbie would have put on a horse (5).
16 They make one feel fully shaky (7).
18 Newspaper magnates aspire to train pure-pelaid with the first catch (3).
19 Take vital make-up for gossiping (9).
21 Aliens in the burgh (5).
22 Hold 10 before the downfall of 7 (4).

Down

1 There's no charge for such tickets (13).
2 The machine gun covered me in flight (3).
4 Robin will be scarred (9).
5 7 did to get a 22 of 10 (4, 4, 3, 4).
8 Safe fish ? (4).
7 See 5 (4, 3, 4).
10 See 5 (5).
12 Called to a different arrangement (9).
14 Brown has it, so the Spaniards say (5).
17 Sounds as if a Barrie player (4).
20 To adapt for her as requisites (3).

Solution to Puzzle No 1,055



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Maths teasers

Palindromic numbers

CAR 616D
FIGURE 1

CAR 989E
FIGURE 2

(i) Fig 1. The owner of a car with the above number plate noticed that the number was (a) palindromic (i.e the digits were reversible); (b) a multiple of 7, (c) a multiple of 11. Although the sum of the digits is 13, he thought 616 must be a lucky number and promptly sold the car. The 3 palindromic digits that was exactly divisible by 7 and 11, was he correct?

(ii) Is there anything special about the palindromic number 989 which number shown in Fig 2? Is it a prime number or can it be factorized?

(iii) Find the highest common factor of the palindromic numbers 494 and 949. Find all the other palindromic numbers with three digits that have this common factor. Is it true that in each case the sum of the first pair of digits is 13?

(iv) Find the three factors of the palindromic number 585 that form an arithmetic progression.

(v) A palindromic number that has 23 as a prime factor has appeared above; can you find any others with 3 digits?

(vi) Find the highest prime factor of 999. Prove that all the palindromic numbers with three digits divisible by these factors are multiples of 111.

(vii) Can you find a palindromic number with three digits that is a multiple of 41?

(viii) Can you find a palindromic number with three digits that has 3, 5 and 7 as its prime factors?

Multiples of 99.

D. B. Eperson

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Tameside and after

The publication of the Tameside judgment has now given the Department of Education and Science (and almost every other government department) a new text to add to their cannon of sacred scripture. The legal doctrine of judicial review has been taken a stage further—a doctrine which, as Lord Devlin's interesting comment in *The Times* on Wednesday showed, is necessary for the restraint of arbitrary executive authority, but is also capable of interfering with sensible processes of administration.

The Tameside case turned, essentially, on whether the makeshift secondary transfer scheme announced by the in-coming Conservatives in May was evidence of an intention to act "unreasonably". It was not disputed that it is the Secretary of State's legal prerogative to evaluate the action of l.e.a.s, and if they use or propose to use their powers under the 1944 Act "unreasonably" to issue a directive under Section 68.

It was, of course, never supposed that the Secretary of State could cheerfully substitute his own judgment for that of the l.e.a. or simply conclude that anyone who did not follow his line on comprehensive education was "unreasonable". As Lord Justice Diplock put it: "In public law "unreasonable" as descriptive of the way in which a public authority has purported to exercise a discretion vested in it by statute has become a term of legal art. To fall within this expression it must be conduct which no sensible authority acting with due appreciation of its responsibilities would have decided to adopt". Lord Russell of Killowen emphasised the same point by saying: "Unreasonably is a very strong word indeed."

In order to satisfy themselves that the Secretary of State really had considered the circumstances of the l.e.a. before issuing the directive, the judges examined the correspondence between the two sides in the subsequent court action. They concluded that wise or foolish, good or bad, Tameside's proposed course of action was not so aberrant that it did not fall within the extremely wide range of actions which reasonable people could disagree about.

All they had to go on in reaching this judgment was the evidence before the court, and the examination of this evidence by the barristers engaged on both sides. The whole thing had to be done in great haste. There must be some doubt about the thoroughness with which the expert evidence was tested. Tougher cross-examination might have enabled the Secretary of State to defend his action more effectively. What the Secretary of State —and, in the event, the courts—had to do was assess the consequences of proposed future action. Much of the evidence took the form of statements of intent. Tameside said that their plans would work fairly smoothly. The DES argued that it would not, and that resort to makeshift selection so late in the day was "unreasonable". With no knowledge of the administrative background and only the affidavits of the witnesses and the arguments of barristers to help them, the judges came down unanimously on the side of the l.e.a.

Patricia Rowan has been looking at some of the Tameside predictions and statements of intent and comparing them with what actually happened (pages 10 and 11). Hindsight suggests that the Secretary of State's scepticism about Tameside's assurances was well-justified. The selection procedures, for instance, were not carried out in the manner described by Mr Eric Beard, the chairman of the selection panel. The court paid a great deal of attention to Mr Beard's evidence and reckoned that Tameside would have to act in a very peculiar manner indeed not to act "unreasonably" on any major issue. Certainly the Secretary of State will want to take a chance once again in a hurry.

Slow haste on exams

The tone of Mrs Williams's letter to Sir Alex Smith and the accompanying memorandum seeking our her reasons for taking over the further study of the Schools Council's exam proposals is distinctly cool. Though she prudently asks for the council's cooperation, she has clearly been unimpressed where the 16-plus is concerned by the feasibility studies, their attempts to produce some workable form of administration, and their rudimentary costing exercises. As for the CEE, she remains to be convinced that there is any widespread consumer demand, for it.

Indeed the overwhelming impression from Mrs Williams's answer is that she is by no means so convinced about the idea of combining CSE and O level as are others—many of them in her own department. Could not, she seems to be asking, the same advantages be gained by much simpler adjustments to the existing exams and grades?

Mrs Williams's caution in this matter, her insistence that decisions would have to be some sort of stab [illegible] reluctant to accept [illegible] elements of the profession that they have missed the bus. The moment when they might have [illegible] through reforms favoured [illegible] to only be reached [illegible] be the end of it.

As the one body [illegible] sure of standards in schools, the public exams are vitally important. They need to be got right because they affect the whole shape of the schooling which leads up to them. If there is now some discernible consensus emerging as to the way in which secondary schooling particularly should be encouraged to develop, that ought to be taken into account in considering examination reform. [illegible]

If, for example, a greater value is to be given to applied and [illegible] vocational non-academic skills, this should be one consideration. Such subjects might need more recognition in the public examination system in some way which raises them to the same level of public prestige as exams in academic subjects. On the face of it this would seem to be easier in a combined 16-plus system, where the flexibility of the methods pioneered by the CSE boards could be combined with the prestige of the GCE exams.

Again if young people of a non-academic bent are to be encouraged to move on at 16 to the sort of courses which are increasingly being introduced in the further education sector, the introduction of a watered-down academic examination—the CEE—designed primarily to give them an incentive to stay on at school, can only impede that development.

The impatience of teachers who have been working on pilot studies for some years is understandable. Their anxiety seems, however, to be heightened by a suspicion, at least among the more [illegible] elements of the profession that [illegible]

[illegible] introduced now [illegible] and must [illegible]

[illegible] [illegible] [illegible] [

£50m boost for in-service training

The Government is to go ahead with its planned expansion of in-service training for teachers despite the *extra £50m a year this may not.*

At a two-day conference which began last night on in-service education *organized by the National* Union of Teachers and the National Association of Teachers in Further and Higher Education, Mr Gordon Oakes, Minister of State for Education, reaffirmed the Government's commitment to releasing 12,000 to 13,000 teachers a year for in-service training.

"But the rate of expansion in the immediate future will be limited by *financial constraints,*" Mr Oakes added.

Earlier Mr Alan Evans, NUT senior education official, said the figure of 12,000 to 13,000 represented full-time equivalents which would be phased in over a number of years starting in 1977. At present the equivalent of 1,000 teachers are released each year at a cost of about £3.5m.

Mr Bill Bonden, NATFHE education secretary, pointed out that colleges were becoming more and more empty as *teacher training numbers* dropped and their facilities could be used to keep the cost down. Temporarily replacing teachers in the classroom would be the costliest.

Mr Evans said it was vital that the in-service training programme be drastically expanded. "By the early 1980s you will have an aging teaching profession", he said. "In 1970 out of 350,000 teachers, 50,000 of them were not teaching the year before and one in ten was a probationer. But by 1980, when the annual intake is *below 20,000* a year, only one in 25 will not have taught before."

Local education authorities must be concerned about how to keep such an experienced teaching force refreshed and up to date, he said.

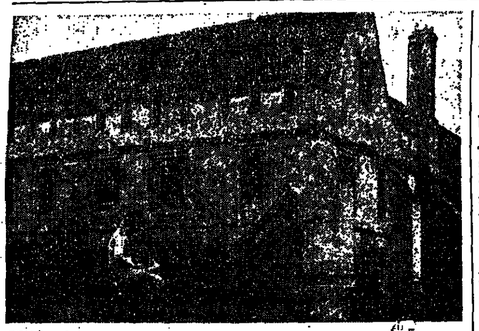
Mr Bonden said the aim of the conference was to remind the Government of its political commitment which local education authorities had not yet been able to fulfil because the resources had not been given them.

"Indeed, the signs are that l.e.a.s are looking to this area of in-service education as one easy to chop", he said. "We are hoping that from this conference they will realize they have a responsibility next year to start this programme."

Mr Evans emphasized that if money for the programme was provided in the rate support grant there could be no guarantee under the present system that it would be used for this purpose. On the other hand the chances of an earmarked grant were very slim.

Representatives from more than 60 of the 104 local education authorities in England and Wales are attending the conference. Only 11 of them were represented at a similar conference last month.

The increased interest is believed to follow recent Government insistence that the spectacular increase in in-service training, foreshadowed in the 1972 White Paper A Framework for Expansion should not be abandoned despite the economic situation.



Waiting for more gates to open?

Oxford to go unisex

Oxford University, a bastion of male privileges for centuries, is thought that most men's colleges will want to go mixed", she said. "Since there are only another 18 months

the others, including the five women's colleges, are being asked for their views. The university is canvassing opinion as part of a review of its five-year experiment which admitted women undergraduates to five men's colleges.

The scheme, based on a quota system, has operated in Brasenose, Hertford, Jesus, Wadham and St Catherine's colleges since 1972. It was approved by the university's Hebdomadal Council which amended the statutes of the five colleges accordingly—but said it would not allow other college statutes to be altered during the five-year experiment.

The experiment had to be changed to comply with the Sex Discrimination Act, and admissions are now based on merit rather than quota. According to the registrar, Mr Geoffrey Caston, this has had little effect on admissions.

The review of the scheme should be ready by next term so that changes could be included in the college prospectuses in time for admissions in 1979, he said. This would coincide with the end of the experimental period.

Mr Caston said he had not heard rumours that some colleges wanted to go coeducational before then.

"No college has objected to us sticking to this timetable", he declared.

But Mrs *Jenifer Hart of St Anne's* College said that some colleges were becoming impatient and were considering resolutions in favour of altering their statutes.

"The general view seems to be to raise out."

Some women's colleges oppose the change because they fear the male colleges may cream off their star scholars. But *Mrs Mary Warnock,* of St Hugh's College, said she did not object on these grounds, but coeducation would mean more academic jobs would go to men than before. She wondered if there were that many girls interested in or qualified for Oxford University.

Mrs B. M. Chilver, principal of Lady Margaret Hall, refused to comment. And the Very Reverend H. Chadwick, dean of Christchurch, said his college was divided, with one of its problems being that it was much better informed on admitting boys rather than girls. "I think sex mixed colleges know the *supplies of good boys very well*", he said.

At All Souls College is also undecided. "You won't get an exciting answer out of us because we don't have any undergraduates", said Warden John Sparrow. "We are not a very interesting case."

All Souls is the only college where women cannot accompany Fellows to dinner as a matter of course. *Ladies nights are set aside* for the occasion, and Mr Sparrow said there were no plans to change *this.*

Meanwhile at Cambridge University things have progressed differently. Three colleges became mixed the next two years no more will go coeducational. These changes have come on an individual and gradual basis.

Bigger fees mean fewer students?

A fall in the number of students at university is expected next year as a result of the planned increases in student fees.

It is understood that officials in the Department of Education think the planned rise in fees will result in 7,000 less university students in 1977-78 than in 1976-77, a drop of 2.5 per cent.

They expect the university population to be only 268,000 in 1977-78 compared to 275,000 this year and compared to a Government target of 285,000 before the fees were raised. This would mean that universities numbers

17,000 less than target.

This predicted fall in numbers is apparently being used as the justification for the 6 per cent reduction in university resources next year announced recently by Sir Fredbrick Dainton, chairman of the University Grants Committee.

Informed university sources do not believe that such a drop is likely. Students who pay their own fees include home undergraduates who do not qualify for grant purposes, postgraduates, part-time students and local authority students, most of whom should be exempt from the

NUT may discipline 30 who held 1-hour strike

by Stephen Cohen

Thirty teachers at a London secondary school have been suspended from membership of the National Union of Teachers for failing to reply to a letter from Mr *Fred Jarvis,* the union's general secretary, asking for an assurance that they would not take unofficial action.

The teachers at Little Ilford School, Newham, have been summoned to appear before a disciplinary committee on November 8. They will be the first union members to face sanctions which include fines or expulsion under new NUT rules forbidding industrial action without prior approval.

In November last year, the NUT *members at the school voted overwhelmingly* to adopt the union's no-cover action in which teachers would not stand in for absent colleagues. They did not receive official backing from the union so did not implement the policy.

[illegible] hearing [illegible] Little Ilford NUT members decided to go ahead with the action in spite of a letter from Mr Jarvis telling them not to.

Mr. Birendra Singh, the NUT representative at the school, said they compiled, hoping that the action would be made official. They asked the general secretary to send a representative but no one came *that term.*

Last month they decided again to go ahead, and again Mr Jarvis wrote and told them not to. On October 4, a teacher refused to cover for a colleague who was absent on maternity leave. The head informed him of a breach of contract and reported the incident to the education authority.

The NUT staff asked the head to withdraw the warning and to provide supply teachers—otherwise they would withdraw their labour for one hour in order to be accused of the same breach of contract. This they later did.

On October 8, *Mr Jarvis instructed* Mr Singh to supply the names and addresses of NUT members who had struck and who had taken the no-cover action. He said that the director of education for Newham would be advised that the action was unofficial and in breach of union rules.

On October 12 the teachers said they had instructed Mr Singh not to give the names. The next day Mr Jim Swift, the regional official, arrived at the school with 41 forms which sought an assurance from the teachers that they would abide by Mr Jarvis's instructions and cease their sanctions. (In fact, the only sanction they had imposed was the one-hour stoppage.)

Mr Swift returned to the school on October 18 with another batch of forms asking the officers of the union had met and had decided to suspend the teachers unless they returned the undertakings by the following day. Only four did—while two others resigned from the union in protest.

Mr Dick North, an NUT executive member, said that NUT teachers in about 50 schools in London had been implementing the no-cover policy without union backing. But Mr Henry Clother, the union's publicity officer, said no such evidence had been presented to him.

Mr Singh said a campaign was being started to *support the teachers,* and that he had letters of support from parents and governors. A *spokesman* for Newham education authority said the teachers had been warned to meet their contractual obligations.

'False hopes' for voucher scheme

Conservative support for a voucher scheme in education is raising false hopes and indulges in a "sophisticated form of political dishonesty", Mr William van Straubenzee, MP, *said* last week.

He told the Cambridge University Conservative Association that the effect of a voucher system would be to identify "good" and "bad" schools. *Parents who could not get their children into the popular* schools would inevitably put pressure on councillors and MPs to spend more on the "dud" schools, to bring them up to standards.

"Even before they start", said Mr van Straubenzee, who is a Tory MP for Wokingham, "the very Conservatives *advocating the scheme* know that in the present economic circumstances they cannot respond to *these pressures.*"

Lords amendments weaken Education Bill

Three further amendments weakening the Education Bill were added by the House of Lords this week.

One, put forward by Lord Eccles, ex-Conservative Minister of Education, allowed selection to ensure the most effective use of qualified teachers of mathematics" and was passed by 98 votes to 63.

A second, put forward by the Liberal peer Lord Beaumont, required local authorities to "arrange for the admission of pupils with particular needs to the schools most suitable for them" and was passed by 102 to 53.

A third, put forward by Lords Elton and Belstead the Conservative spokesman, under the right of local authorities to send pupils to non-maintained schools which can afford opportunities for education to a particular pupil which cannot be afforded at a maintained school in that area". It was passed by 104 to 54.

This last amendment, given that the Houses of Lords have already deleted the clause making the Secretary of State's permission necessary if pupils are to be sent to non-maintained schools, simply underlines the ease with which l.e.a.s can, under that legislation as it now stands, destroy its purpose by extensive use of the non-maintained sector—if they have the money.

In opposing Lord Beloff's amendment the government argued that it was unnecessary since this power existed anyway. The new amendment is to be given on the third reading to allow of objections raised by Lord under that, as it stood, it [illegible] an unacceptable administration on l.e.a.s.

Shortly after the [illegible] speech, Lord Alexander of [illegible] huddled with the front bench spokesmen on the Tory benches his tentative advance was [illegible] servative front bench with [illegible] with cries of "No, no".

Further consideration of the [illegible] pending 16 amendments [illegible] the report stage was [illegible] when Lord Donaldson [illegible] adjournment debate only [illegible] the second day. This [illegible] action by Conservative [illegible] delaying tactics.

DES to hold comprehens conference

A national conference on [illegible] hensive schools which [illegible] opened by the Prime Mi[illegible] being planned by the Depart[illegible] Education and Science [illegible] year.

The conference will [illegible] study of comprehensive [illegible] which Mrs Shirley [illegible] announced at the time [illegible] Labour party conference [illegible] pool.

The conference's [illegible] are likely to be the size of a [illegible] progress towards comprehe[illegible] organization; the pros and [illegible] different age groupings [illegible] amples, 11-16, 11-16 middle, [illegible] dividing at 12, 13 or 14; and [illegible] form provision. Countries [illegible] be invited from internat[illegible]

The conference, which [illegible] to come within a few months [illegible] Education Bill becoming l[illegible] give the Government a [illegible] tunity to polish up the [illegible] sive schools' image and [illegible] discussion on to how the [illegible] arranged and run.

Adult couns threatened

The Department of Educ[illegible] Science may abandon [illegible] national advisory centre [illegible] education because of [illegible] opposition.

The education counsel[illegible] Association of County [illegible] responding to a key consu[illegible] document on the proposal[illegible] distributed to local auth[illegible] clations in July, has indi[illegible] ment that it is opposed to [illegible] concept.

"In the present circ[illegible] cumstances a new natio[illegible] should not be set up to [illegible] function which could be [illegible] discharged, with suitable m[illegible] tions, by the National [illegible] Adult Education", it says.

Mr Garry Fowler, MP for [illegible] gave a firm pledge that the [illegible] would be set up next year [illegible] was *Minister of State* [illegible] higher education.

Mr Bill Hughes, president [illegible] Workers' Educational [illegible] and principal of Ruskin [illegible] *Oxford,* said: "If the Dep[illegible] now goes back on its clear [illegible] ment to set up a national [illegible] council it will be a severe [illegible] morale."

The NIAE as it was [illegible] could not do the job as [illegible] visory council was [illegible] could be linked to the [illegible] needed freedom, to [illegible] *TES.*

Jobless go down

The number of school [illegible] of work fell by 64,300 in [illegible] weeks up to October 14 [illegible] ment of Employment said [illegible]

Mr Albert Booth, [illegible] Secretary described the [illegible] jobless school leavers as [illegible] but the picture was [illegible] especially in the West Mid[illegible] said.

The strange case of Cyril Burt . . . and his lost papers

The strange case of Sir Cyril Burt—the grand old man of British psychology who now stands accused not only of fiddling his data to fit his theories—but of going to the lengths of inventing collaborators—will probably never be solved. Much of the data he left was burned after his death.

But there is by now no question *that his later work is so full of* strange discrepancies and unscientific juggling with the facts as to make it valueless. And some psychologists now believe that he was capable of inventing, not only research assistants, but also the research subjects he claimed to have tested and assessed.

An article in *The Sunday Times* last week, by Oliver Gillie sets out the evidence. Professor Leon Kamin, of Princeton University, and Professor Alan and Dr Ann Clarke, of Hull University, all had occasion to examine Burt's work, and they looked critically at the data.

Independently, they found that the work on identical twins, used by Burt to prove a large inherited factor in people's IQ scores, and the work on the heritability of IQ scores simply did not stand up.

The main accusations were that Burt often guessed at the IQ of his subjects, and then treated these guesses as scientific data; that he changed numbers and assessment *procedures — but yet miraculously* produced identical statistical results accurate to three decimal places; that he invented data to fit his theories; and that two of his later collaborators, named as authors of research papers, may not have existed.

The fourth charge is not yet proved. Attempts have been made to trace records for Miss Margaret Howard and Miss J. Conway in the files of University College London where Burt was professor) and else where without success. There appears to be no record of them in Burt's remaining personal papers, and nobody who knew Burt ever met them. Burt himself said they had emigrated, leaving no forwarding address.

'Not worthy of our scientific attention'

But the analysis of his data published by Kamin, the Clarkes and Jenkins seems incontrovertible. Kamin's judgment *The Science and Politics of IQ*, Wiley 1975) was that: "The numbers left behind by Sir Cyril Burt are simply not worthy of our current scientific attention."

Professor Hans Eysenck, Burt's most powerful disciple, told me: "Kamin is obviously a maverick, he's been universally criticized." But *the criticism seems to have* been entirely about Kamin's analysis of other studies of twins. As for his work on Burt, there seems to be general agreement that Kamin's contribution is devastating.

So Burt's later work on the heritability of IQ now looks very suspect, though doubts remain on the early work on fading and fallowing. The Clarkes and Professor Gellie Hearnshaw, recently retired from the Liverpool chair of psychology and starting a biography of Burt, believe his classic early works on *Young Delinquent, The Backward Child* (both based on his work as psychologist for the London County Council after 1913), his survey *London children; The Factors of the Mind*) still stand up scientifically.

Professor Jack Tizard, on the other hand, says that even the early work (apart from the London survey) conveys a "troubling lack of information about the data".

Burt died in 1971, aged 88. For the last 30 years of his life he suffered from Meniere's disease which Julius Caesar suffered from and which causes deafness, ringing in the ears, and fits of giddiness and vomiting. Deafness is very useful for avoiding nasty things", he said in 1969. But even through his 80s, he displayed his famous charm and erudition to visitors, and his colleagues helpfulness to researchers. It was only when people began asking information about his data that he seemed strangely evasive.

One of them was Mr Gilbert Peaker, the HMI who did the statistics for the Crowther, Plowden and Newsom reports. He was interested in Burt's data on the decline in standards in London schools, figures referred to in the *1969 Black Paper* and finally published in the *Irish Journal of Education* in 1970.

It was easy to criticize the basis for comparison—ten London schools in 1914 and 1965. As Mr Peaker says: "The descendants of the original pupils tested had moved *out to Barrow Weald, and the* school populations had entirely changed". But Burt never sent Mr *Peaker the data, and Peaker* was told (possibly not by Burt) that it was being written up for an Irish journal by Miss Howard and Miss Conway.

"Burt was the kind of man who, once he had got an idea, liked to demonstrate it", says Professor E. A. Peel, professor of psychology in Birmingham. Stories are beginning to emerge of his cavalier treatment of articles for the *Journal of Statistical Psychology*, which he edited for many years.

When researchers complained that their work, as published in the journal, had been altered and distorted to fit one of Burt's theories, they were told by distinguished professors: "Never mind: we all know what the old man's like" or "You must wait until he's under the ground." Professor Rex White, of Aberdeen, used to call him "The Old Delinquent", and Professor Lionel Penrose, after a powerful Burt performance at an international conference on maladjustment in 1960, said, to Professor Clarke: "I don't believe a word the old rogue says, but my God I admire the way he says it."

The case is unlikely to advance much. After Burt's death his housekeeper asked Dr Michael Young to come round and advise what to do with Burt's personal papers. Liam Hudson, professor of psychology at Edinburgh, went with him: there were seven or eight tea chests of test data and scores, he says, dumped in with no apparent system of dating or coding. Hudson advised that they should be burnt. He now stands by his judgment that the data were a shambles, impossible to classify or reanalyse.

Professor Eysenck, commenting from the Isle of Wight before he had been able to read *The Sunday Times* article, tries to defend Burt on historical grounds. He says he started work long before computers were in use and tests were standardized—and had to use the tests he was in the process of standardizing.

"Some of his articles were scientific, some didactic." He says he "wouldn't recalculate figures for a research population he had added to for the purposes of a didactic paper—it would involve three months' hard slog." It is a fair defence—why not use the original calculations for teaching purposes?

Nevertheless, the power and *astonishing modernity of* Burt's early work remains. He had an enormous influence on widely diverse people—his work on factor analysis techniques and on IQ affected a whole generation of psychologists, and his work on backward children and young delinquents and the epidemiology of London education—the importance of a wide range of social factors on educational achievement deeply impressed others including Professor Jack Tizard and Sir Alec Clegg.

His political influence is harder to assess. His evidence carried a lot of weight with the Hadow report on the education of the adolescent and the Spens report on secondary education. His notion that a high proportion of intelligence was fixed at birth, and his conclusion that the gap between clever children and the rest widened as they approached adolescence, provided a justification for keeping the existing tripartite system of secondary schools.

But he himself always qualified the theory—never explicitly recommending separating children at 11. Mr Peaker, who was at the Ministry of Education from the 1930s says: "If his evidence had suggested quite radical changes in secondary organization, it would have been regarded with a good deal more *scepticism.*"

A newspaper article has cast doubt on the validity of the research done by one of the pioneer educational psychologists. VIRGINIA MAKINS investigates and finds the plot thickening

'We don't need Burt there is other evidence'

His research is now only important historically. Other people were working on IQ testing, factor analysis, the relationship between heredity and environment in measured IQ. "We don't need Burt to show the genetic factor in IQ differences — there is a great deal of other honest and accurate evidence", says Dr Ann Clarke.

His influence on the work of Professors Hans Eysenck and Arthur Jenson concerning racial differences in IQ is indirect, everyone. I talked to Sir Burt had never thought his work would be applied to racial differences, and indeed (according to Professor Hearnshaw) Burt was quite clear *that results could not be translated* from one racial population to another because there were too *many different factors at work.*

Burt will inevitably be remembered most for his now-discredited work on heredity in IQ. But his early pioneering work on educational disadvantage should not be forgotten. Here is an extract from his conclusions in *The Young Delinquent* (1925): "The keynote of modern educational thought is individuality — self-realization to be sought and attained, not by collective instruction or by imposed uniformity and repression, but by separate adjustments and remedial means for each particular child. If this is needed for the normal, how much greater must be the need among the abnormal, the neglected, the delinquent . . ."

Increments will cut into 5% pay rise

by Stephen Cohen

The annual round of pay talks between teachers and local authorities began yesterday with a question mark over the rises most teachers can expect next year.

Last week Mr Joel Barnett, Chief Secretary to the Treasury, told local authority leaders that annual increments must come within the Government's pay code. The 5 per cent rises allowed by the code would be reduced by any increment. The second string to the code, limiting the rises to a weekly maximum of £4 and a minimum £2.50 could mean that some teachers would get only 7½p more than they expected in their pay packets.

Annual increments are normally regarded as self-financing by the perpetual cycle of young recruits replacing retiring staff. The increment bill remains fairly steady and *teachers were given such an assur*ance by the employers during the last round of pay talks. But now, *with older teachers remaining at* work and fewer openings for new recruits, it is thought the cycle has been broken.

If it can be proved that the system is still self-financing the £2.50 to £4 rises will be paid on top of the annual increments. If not then the rises will be reduced. The total cost of next year's 5 per cent pay rise would be about £100m. Increments will cost £18m and could reduce the global amount for teachers' rises to about £82m.

The uncertainty also extends to rises given for extra qualifications. A teacher who studies for a degree in spare time would expect to obtain two increments for a pass degree and four for a good honours. One increment is awarded for other qualifications or attendance at a recognized course. And teachers *who have not followed the normal* cycle of school-training/college-school get one increment for every *three years outside teaching after* age 18. Promotion from one salary scale to another also carries a rise of two incremental points.

The increments vary from £93 to £210. A teacher on scale one who would normally be expecting a £93 increase next year plus what is negotiated in the Burnham Committee would, taking the worst possible view, get only 7½ pence a week as a pay rise on top of his increment.

Mr Bernard Wakefield, assistant general secretary of the National Association of Schoolmasters-Union of Women Teachers, said this week that he would oppose any move to *put increments under the pay code.*

If it was correct that increments were on longer self-financing, *authorities should make it easier for* older teachers to retire on a full pension and so create vacancies for *younger teachers. This would re*store the cycle of recruitment and retirement.

The National Union of Teachers wants the authorities to prove that the cycle has broken down and believes that they won't be able to produce the figures.

Two other questions will be taxing the minds of the Burnham negotiators. The management panel wants to get rid of the social priority allowances which are paid on top of the annual increments. If not then the rises will be reduced. The total cost of next year's 5 per cent pay rise would be about £100m. Increments will cost £18m and could reduce the global amount for teachers' rises to about £82m.

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Lock up the thugs, say Tories

by Frances Stadlen

The 1969 Children and Young Persons Act is "a charter for young thugs", Mr William Whitelaw, deputy leader of the Conservative Party, said this week.

He is to ask the Home Secretary to act on the suggestion contained in a report by a Conservative group of MPs and lawyers that the "growing core of hardened young criminals" should be locked up securely, in some cases for up to two years. In welcoming the report, Mr Whitelaw said the Act had left the courts almost powerless to handle persistent offenders.

At their annual general meeting this month the Magistrates Association criticized the government for failing to give them adequate powers to deal with juvenile delinquency. It was "unacceptable" not to allow magistrates to make secure care orders or to specify conditions in supervision orders, both of which had been recommended by the all-party Expenditure Committee's report on the Act, the association said.

A group with very different aims is also worried about juvenile crime. The National Association for the Care and Rehabilitation of Offenders has described the increase in such crime as "one of the most pressing problems of our time".

But it urges the Government and local authorities to act on the Expenditure Committee's recommendation to develop non-institutional methods of dealing with juvenile delinquents, as had been intended by the 1969 Act. The Government should set up a special unit for this purpose on which local authorities and voluntary organizations should be represented, it argues.

"This is the only way in which the necessary resources and attention can be found to ensure that the Act is developed as it was originally intended. If we are in danger of over-providing residential institutions."

In an address to the association's annual meeting, Mr David Ennals, Secretary of State for Social Services, admitted that lack of money was making it extremely difficult to get the 1969 Act working properly. The Government is now understood to be considering setting up a national advisory council to look into juvenile crime and delinquency.

The new body would be inter-departmental, it would also include teachers and social workers, many of whom continue to defend the Act, and magistrates and police officers, who are fiercely opposed to it. It would try to work out some agreement about the best forms of prevention and treatment.

A private member's bill to keep children out of prison has meanwhile been introduced in the House of Commons by Mr Robert Kilroy-Silk, Labour MP for Ormskirk. He said his Bill would amend the 1969 Act and put an end to the "callous and almost malicious fashion" in which children between 14 and 16 can now be locked up while waiting to appear in court.

Max Wall and Leo McKern in "Waiting for Godot", one of the OU production.

Curtain up—with US cash

Advance royalties from an American concern have enabled the BBC and Open University to produce one of the most lavish television series so far shown in an Open University course. The Open University's first drama course which begins next year will contain sixteen 50-minute television productions illustrating the history of European drama and featuring stars like Vivien Merchant, Donald Pleasance and Corin Redgrave.

The series would normally be well outside the Open University's budget, but in return for the sale rights of programmes and related material, the Open University received about £150,000) from the Miami-Dade Community College in advance royalties. Though the university has previously sold tapes of programmes and related materials, this is the first time it has received money in advance to help towards production costs.

The community college is based in Miami, Florida, but also works on a national level, distributing series through the Public Broadcasting Service, other smaller television networks in the United States of America and also to individual educational institutions. It has distributed such successful BBC series as *The Ascent of Man* and *Civilization*.

Mr Franklyn G. Bowerman, president of the college, said the television series and course will have to be adapted for on American television and colleges in the United States. Fourteen American-made programmes will be added to the 16 to introduce American into a course which is considered European. In addition the course will have to be split into six units as 40 credits contribute to a degree in the United States compared with *six credits* for an Open University degree.

The Open University course is divided into two parts: the first on "The dramatic heritage" looks at Greek drama, Shakespearian tragedy and medieval drama and also includes the historical study of comedy. The second includes a detailed study of plays by six modern dramatists —Ibsen, Strindberg, Chekhov, Pirandello, Shaw and Brecht. Members of the television programme team for the course will be shown different versions of the plays or operas in the acts.

The course is also accompanied by 20 radio programmes—a radio play and the rest discussions on such subjects as music and stage design, staging and criticism.

There will also be a summer school which will take place at Westfield College, London, and students to visit the theatre.

Carolyn O'Grady

L.e.a. challenged over plan to close schools

Sheffield education committee, which pioneered a more active role for its school managers, is now being accused by the managers of three schools of not consulting them properly about proposals which could close their schools.

The proposals are part of a document outlining the future of secondary education in the city over the next 10 years in the face of a dramatic drop in the child population. It is expected that the number of schoolchildren will have fallen by 10,000 by 1986, but the effect of the falling birth rate is already being felt in some areas of the city.

The three groups of managers have been brought together through the initiative of people living in the Pitsmoor area of Sheffield, where there is a strong tradition of community politics, and where Firet Hill middle school is one of those to be closed during the next five to 10 years.

The managers of all three schools have been angered by what appears to be a lack of any sense of urgency on the part of education officials. All three boards of managers met in the summer term to consider the future of their schools, and as a result put a number of questions to the education department. When they met again in October, none of those questions had been answered.

The parent managers on the board say the uncertain future of the schools is enough to damage their viability in the short term whatever the final decision might be. They argue that teachers will be unwilling to take jobs at the schools and parents will opt to send their children elsewhere. These two factors alone, they say, could make closure inevitable and the promises of consultation a mockery.

Their fears turned to anger last week when the Sheffield education committee chairman, Mr Peter Horton, revealed to the local press that the original basis for the 10 year plan had already proved overpessimistic, and that the future of at least 12 primary schools was now being considered.

The fury that statement provoked both from the managers who immediately issued a joint statement condemning it, and from teachers, has forced firm public promises from the education committee that no decisions have been taken or will be taken until there has been real consultation.

It also led to a strong hint from Mr Horton that if there was enough opposition from the schools concerned, the committee might have to meet the cost of keeping them open despite falling pupil numbers.

The three groups of managers, working very much together, are now in the process of holding meetings with parents to plan a campaign to make sure this happens. But, whatever the outcome, the decision to link up widely separated schools on the same issue could be the start of a major new development in the role of managers and governors in the city.

In brief

Nursery plea

There are at least nine in 10 children with studies and there are nursery places in colleges, according to a survey by the National Union of Students.

It is estimated that at least 9 students have children under five. The survey stresses that in this area's reliable data as yet exists. It was found that among 21 mothers of further or higher education students 59 had any day care at all for children under fives.

The survey also reveals that between 1945 to 1975 the number of nursery authority nurseries fell from 1,300 to 453.

Nurseries and Creches in Colleges, by Judith Cooke, NUS Publications, 60p.

Abortion campaign

A fund-raising effort to promote abortion on demand was launched this week by the National Union of Students.

At the end of the month's campaign which will culminate in a nationwide flag day on November 18 it is hoped to share £2,500 between the National Abortion Campaign and the Women's Right to Choose group.

Association for deaf

Two of the main organizations representing teachers of the deaf combined last weekend to form one called the British Association of Teachers of the Deaf. The National Association of Teachers of the Deaf and the Society of Teachers of the Deaf have joined forces to fight for a better deal for members.

Mathematicians join in chorus for basic skills and national testing

by Bob Doe

A new test of basic number skills is needed to restore public confidence in school maths and virtually every child should be expected to score 95 out of 100 on it, the Institute of Mathematics and its Applications, claimed this week.

The institute, whose members are mostly employed in industry, government service or universities and only 10 per cent of whom are school teachers, has sent its proposal to the Prime Minister, following his Oxford speech. This week it asked to see Mrs Shirley Williams, the Education Secretary, to talk.

It wants the test to be concerned solely with the minimum mathematical skills that most people need. It says these are:

- addition and subtraction of whole numbers and decimals of up to two decimal digits
- multiplication and division of whole numbers of less than 100
- multiplication and division of decimals by whole numbers less than 10
- ratios of whole numbers less than 10 and their conversion to percentages and decimals
- understanding the size of numbers
- use of approximations
- averages and an idea of statistical spread
- common units of measurement and money
- areas of circles, squares and rectangles and volumes of cubes and rectangular blocks
- statistical presentation and interpretation of simple graphs and diagrams.

In its proposal the institute says it should be a national test taken at whatever age suits the pupil. The most able could probably do it at nine but most children would probably take it in the secondary school. The result would be pass or fail. With a 95 per cent pass mark there is not point in grading, it says.

Mr Norman Clarke, the institute's secretary, said the public was entitled to see clear results for the money it spent on education, and pupils were entitled to expect to leave school with some specific skills. He hoped this test would be just one of a series covering the basic skills needed in everyday life and the average job. It would also help to find out which schools were failing to teach these skills.

Dr Bryan Thwaites is a former president of the institute and originator of the School Mathematics Project (SMP)—the most widely used new maths which two years ago switched to more basic arithmetic drills. He said that because the proposed test was pitched so low it would not interfere with the normal maths curriculum.

Mr David Lingard, secretary of the Association of Teachers of Mathematics, said he was against the idea. "It's a sort of Alice in Wonderland thing. What's the point of an exam that every child is expected to pass? It will not solve the problem of children not learning the basic skills they should in primary schools if the test can be taken at any time.

"My fear is that it will be seized upon and misconstrued as part of the wider feeling that we are not teaching basic skills, which generally we are. The resources needed for this would be better used to improve the quality of teaching through in-service training."

Mr Douglas Quadling, editor of the Maths Association journal and chairman of the Schools Council Mathematics Committee, said his personal opinion was that the test might be a useful basis for telling teachers what children were expected to be able to do. But it could put too much emphasis on the processes involved.

"It is as important to know when you need to multiply and divide as it is to get the right answer when you do", he said.

Teachers in Essex have already given their approval to something of this kind, however. A report due to go before the county's education committee next week says talks between schools, colleges and industry held in Basildon, Harlow, Thurrock and Colchester show approval for a common core of basic skills in maths, assessed by a common exam taken by 16-year-olds. Their suggestions of what this should include go some way beyond the IMA proposal, however, in including algebra, logarithms, squares, square roots, and trigonometry.

LEA issue guidelines

Suggestions for what should be included in the primary school maths curriculum were published by the Inner London Education Authority this week. The six-page booklet, called *Primary School Mathematics*, is the first of a series of curriculum guidelines on various subjects to be produced by the Inner London authority.

In his introduction the Chief Inspector, Dr Michael Birchenough, says they are only intended to be suggestions for teachers. They are not a prescription for the approach to be taken in all the authority's schools. The booklet says: "Mathematical work in primary school should emphasize experience, practical work and discussion . . . there is no basis to be memorized but the primary concern is the mastery of underlying concepts. . . . Memorizing facts or methods before children understood them would lead to some short-term successes but eventually led to frustration, it said. After an interval, when children could no longer recall what to do and could not work things out from first principles, they found they could not apply their maths to the real world "where mathematical operations do not come graded and classified as in text books". The result was that many adults felt the subject was a senseless conglomeration of symbols and methods.

The inspectors say there are four major strands to primary maths. These are sets, numbers, measures and geometry. At the end of infant and at the beginning of junior schooling children should be memorizing all the combinations of additions and subtractions of numbers up to 10. In the upper junior school they should learn all their tables up to 10 times 10. Upper juniors should also do fractions, decimals, percentages and ratios.

Attack on 'inner cabinet' rule

Schools should be run by staff with full teaching loads and not by an inner cabinet of senior teachers on reduced timetables, two London teachers say in the latest edition of LEA teachers' magazine, *Contact*.

Mrs Pat Hitton said her husband Barrie and members of the teachers' group set up in 1973 called the Islington Teachers' Action Group (ITAG) believed they say: "Substantial bureaucracies have developed in comprehensive schools. As many as six people may do little or no teaching; another group of pastoral staff may be on half timetables." Even, thinking nonsense of the staff-pupil ratio this meant the conditions under which teachers and children have to work, timetables and the distribution of resources were often determined by those who would not have to suffer any of the difficulties they caused.

All teachers in a school should teach and be collectively responsible for such decisions, the Hittons say. Many heads totally failed to consult staff about where money should be spent or on vital policy matters. "Even where consultation does take place it often means little more than the chance to hear the head or inner cabinet of senior staff explain what they are going to do . . ."

They say too that in the past 10 years there has been a trend to expect less of children in comprehensives. "When children respond to this by misbehaving, truanting and refusing to work, heads and wisely. Facile judgments are made, such as that subject teaching and rigour and hard work are incompatible with caring for the whole child."

Educational aims should be the same for children wherever they live. Deprivation theories had been discredited. There were very startling differences between schools in London and these reflected school policies, not neighbourhoods.

Part-timers slip through fees net

Full-time students in some universities will be paying seven times more than part-time students on the same course if the Government goes ahead with its plan to increase postgraduate fees to £750 a year.

This estimate came from Dr William Taylor, director of London University Institute of Education, at a meeting of the College of Preceptors last week. Full-time students would be paying almost 400 per cent more while part-timers' fees would go up by no more than 25 per cent, he said.

"There will be inevitable pressures from students to be registered on a part-time basis even when they are able to study full time."

A similar anomaly already existed in the fees charged by further education institutions for university level work, Dr Taylor said. Fees for part-time students in advanced further education could be as little as £22 a year. As most universities based their own rates on half the full-time fee, they charged four times as much as some of the institutions teaching at the same level, some of which are university-validated.

"The proposed 25 per cent increase in part-time fees will still further widen this discrepancy", he pointed out. Dr Taylor, who was receiving an honorary fellowship of the college, reminded his audience that there were more post-graduate students in education than in any other university subject group, and the proportion of part-time to full-time work at this level was also the highest for any subject group except clinical medicine.

"It needs to be remembered that nearly all postgraduate places in education in universities are occupied not by recent graduates but by post-experience students, generally teachers, lecturers, administrators and other educational specialists on secondment from their employers in this country or overseas."

He pointed out that their research had in most cases been designed to meet the need of the education service for psychologists, trained guidance and counselling staff, and specialists in educational and social handicap and curriculum development.

"Many local authorities are already meeting difficulty in seconding for further training the numbers of staff they need to perform such functions", he said. "A sharp increase in fees will undoubtedly worsen this problem with consequent long-term effects upon the quality of teaching and learning in schools and upon educational services generally."

Poly shrugs off bad publicity

The Polytechnic of North London has a 6 per cent increase in student admissions for the coming session, in spite of fears that bad publicity would harm its student recruitment.

So far, 3,682 full-time and sandwich students have enrolled, and with further enrolments this term and next January, the polytechnic is expecting to reach the 4,000 mark for the first time in three years. The increase in PNL's admissions is similar to that experienced by other polytechnics throughout the country.

Plaid Cymru published its education policy this week

Tending Welsh roots

A major statement of education policy, the most detailed the party has yet made, was announced at the annual conference of Plaid Cymru, the Welsh nationalist party, at Aberystwyth last week.

In a 5,000-word document, introduced by the party's education spokesman, Mr Hywel Roberts, the nationalists declare their commitment to a state system of education. In Wales such a system should "meet the needs of the people of Wales".

It says that full-time education should be compulsory between the ages of four and 16, the document says. All state schools should be run on a comprehensive basis, but internal organization should be up to the teaching staff.

The nationalists say one objective of the education system in Wales must be to ensure that all school leavers are fluent in Welsh and English. Two types of schools are proposed. One is a mainly Welsh-medium school — "which shall ultimately become the norm" — and the other a mainly English-medium school. English-speaking teachers should be encouraged to learn Welsh.

The party calls for nursery education to be compulsory from the age of four. Primary schools must serve "natural communities" and they should not be too big in towns. Every effort should be made to keep rural schools open, even with few pupils.

In secondary education, Plaid Cymru wants small schools with 500 to 600 pupils. For 16-plus, there is a choice between community colleges drawing students from a given area and providing both academic and technical education, and establishments within existing schools covering for specialist subjects. Students from all schools within a group of institutions would go to the designated school for a particular subject. "This will ensure a reasonably wide choice of subject while maintaining class sizes at reasonable levels", the document states.

In keeping with the nationalists' involvement in the grassroots, the document comes out strongly in favour of increased community involvement in education. State schools should open their doors to the community particularly for adult education.

The policy statements call for an end to the binary system of higher education and recommends the setting up of a Higher Education Commission to control all 18-plus education in Wales.

Cooperation between L.e.a.s in order to provide adequate facilities for mentally and physically handicapped children is recommended.

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Publishing in an age of inflation

The prices of academic books rising at a rate of more than 20 per cent a year, the appearance of cheap typewritten editions and publishers in financial difficulties—all symptoms of the problems confronting the publishers of serious books in a time of rapid inflation.

In this week's *Times Higher Education Supplement* Philippa Ingram examines the causes and effects of the economic troubles of the publishing industry.

THE TIMES
Higher Education
SUPPLEMENT

College mergers condemned

Mergers between education and further education colleges were condemned by Mr Fred Hilliard, former head of Birmingham University school of education and a member of the Advisory Committee on the Supply and Training of Teachers.

In his Warmington memorial lecture at Kesteven college of education, Grantham, Professor Hilliard, who retired last month, said such mergers might have something to be said for them on grounds of geography or lodging, but little on academic or professional grounds.

"Even where colleges of further education are providing a substantial amount of advanced courses, they are usually so different in content from those required for teacher training that it is idle to pretend that any sharing of academic and professional resources is practicable", he said.

He could not see 18-year-old students wishing to do degree courses leading to teaching being attracted to the prospect of spending three years in such institutions.

On the other hand, there was something to be said for colleges of average or less than average size, which were to stay as "monotechnic institutions", despite the restriction on the range of courses which could be taught in ordinary and honours BEd level.

"They are likely to attract the kind of student who is already committed to a career in teaching, especially if the prospect of spending three or four years in an institution which is an established teacher training college.

He regretted that it tended to be the larger, influential colleges which had disappeared in the mergers to create institutes of higher education, though he recognized that cooperation with polytechnic departments ought to produce strong academic backing for certain parts of the BEd courses.

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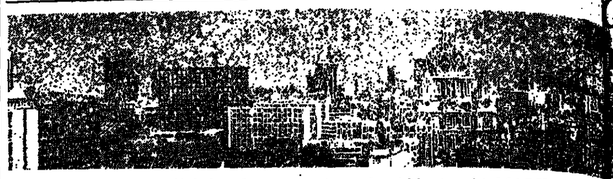
Further particulars and application forms may be obtained from the Secretary (Ref. T), Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX, to whom applications should be sent as soon as possible.

London after Tyndale



The William Tyndale affair has done a great deal to bring nearer direct government prescription on what and how children should be taught. MARK JACKSON at the changes already under way in Inner London.

How the ailing ILEA won back its authority

The Inner London Education Authority has embarked on a purposeful attempt to restore the capital's lost preeminence in the state school system. This is the goal underlying a series of major policy changes and educational innovations now under way.

The measures are intended to achieve their objective by raising the quality of the Inner London teaching force and, at the same time, improving its performance. They include developing what will be, virtually, a core curriculum.

This reversal of a decade, of essentially defensive strategies which were aimed at containing deterioration is sudden, unplanned and opportunist. The timing, at least, is a direct consequence of the William Tyndale catastrophe.

For much of the Tyndale public inquiry, the authority's officers and inspectors maintained there was little they could do directly about the quality or content of classroom teaching apart from giving advice and technical help.

Mr Harvey Hinds, then chairman of the [illegible] sub-committee, declared: "[illegible] standards, of effective monitoring, and the abdication of any real responsibility for the curriculum, by insisting that they were all essential elements of the freely developing English educational system.

The outright acceptance afterwards by the authority's leader, Sir Ashley Bramall, of the Auld report's declaration that it was responsible for what was taught in its schools, as well as for the way they were run, constituted, therefore, a momentous volte face. Mr Auld's description of the authority's statutory position provided the occasion for that turnaround: but what made it possible—and logical—was a fundamental change within Inner London.

In the years leading up to the Tyndale breakdown, London had found it increasingly difficult to find enough teachers for a school population that, because of demographic and social change, was becoming increasingly difficult and unattractive to teach. By the time the public inquiry was established, the change in the job market for teachers had begun, to reverse the process.

With education at a standstill elsewhere in the country, the sheer size of the Inner London school system, which is still able to offer variety and a reasonable prospect of promotion, has quickly made it more attractive to recruits, and to existing staff.

[illegible] of most heads and inspectors, London schools have, maybe, ceased to be the authority's masters who want to keep their jobs. It means that the authority no longer has to placate and cajole the unelected minority who resent any attempt to monitor or improve their performance. Simply the economic reality has decisively changed the basis of power within the London school system.

A member of the ruling Labour group on the ILEA explained: "Overall, the deputy's power is advancing while that of really [illegible] is declining. Inevitably, all kinds of [illegible] statements about professional independence [illegible] of supply and demand. And so we were still faced with the desperate teacher shortage of 1974; [illegible] of public pressure to legislate, [illegible] would have produced very real changes. And the authority knew that it was happening.

But once they realized they had the power to take the initiative, the ambitions of Sir Ashley and his colleagues rapidly expanded. For practically the whole of its existence, the ILEA's leaders, in Labour and Tory administrations alike, had been fighting a losing battle to maintain the achievements of their predecessors. The old London County Council's education committee had been able to recruit the cream of the colleges of education, drawn by the attractions of the metropolis and the academic performance of its children, who contained a high proportion from the professional middle classes and a relatively sophisticated, highly motivated, Cockney working class.

They were replaced by immigrants—from the provinces as well as overseas—including many socially deprived or one parent families. With many of the new arrivals unfamiliar with the English language, the median verbal reasoning quotient dropped below 100 in 1965, and continued to fall. The difficulty of coping with the new classroom mix, together with high metropolitan living costs, discouraged recruitment, and the resulting staff shortages, making London teaching still less attractive, started a downward spiral.

Unable to recruit enough teachers of the quality they wanted, Labour administrations in particular poured money into other resources for the classroom: training, special help for ethnic minorities, centres for [illegible], educational television, [illegible] services. The expenditure figures showed the decline in the [illegible] of the schools system [illegible] knows what would have happened without the increased [illegible] but it did not arrest it.

Now, in the late summer of this year, the ILEA leaders saw that they were [illegible] money on what they knew was the most [illegible] way of raising the [illegible] tion—on improving [illegible] force.

Staffing ratios [illegible] among the very best in [illegible] and a great deal better [illegible] authorities. Now that [illegible] pick and choose, [illegible] saw that, additional [illegible] would bring [illegible] quality.

What the authority could [illegible] would not do, was to [illegible] port services to [illegible] although Sir Ashley [illegible] would be reviewing the [illegible] the ILEA leaders [illegible] which required [illegible]

The nationwide [illegible] rolls which had [illegible] teacher surplus [illegible] London an extra [illegible] ment restrictions [illegible] spending, based [illegible] expenditure, means [illegible] authorities had [illegible] teacher numbers rough [illegible] with the falling number [illegible] London's rolls, falling [illegible] in most places, left the [illegible] much more leeway within [illegible] ernment spending limits.

The other constraint [illegible] tion committees, the new [illegible] tend with other services [illegible] of a squeezed council [illegible] totally absent. The ILEA [illegible] itself when it will spend [illegible] the bill on to the inner [illegible] levy on their ratepayers.

In last year's budget, [illegible] londors had dutifully [illegible] the spirit of the [illegible] restrictions and cut back [illegible] numbers to keep staffing [illegible] stable. To help convince [illegible] teacher critics they had [illegible] Sir Ashley and [illegible] inflated the cost figures [illegible] ing debt charges which [illegible] not been asked to do by [illegible]

Now they decided that [illegible] coming year, they would [illegible] use of London's unique [illegible] by refusing to [illegible] numbers further. [illegible] everyone else who has [illegible] rolls. It will mean, on [illegible] estimated school population [illegible] ing nearly 700 teaching [illegible] jack up the staffing ratio [illegible] too, of course, a higher [illegible] ture per child by as [illegible] which already spends [illegible] others.

With Labour Party control [illegible] record as opposing teacher [illegible] Ashley had little difficulty [illegible] ing the backing of the [illegible] boroughs, ensuring [illegible] would be no protest [illegible] fraction of [illegible] penny [illegible] their rates. And [illegible] members who still [illegible] charges were excited [illegible] budget this year [illegible] were told that [illegible] —that the real difference [illegible] the DES had not asked [illegible] ratios to be frozen this [illegible]

The decision, despite [illegible] spective reproaches, has [illegible] cano backing of the Labour [illegible] who believe that Inner [illegible] problems to require [illegible] teachers, and are not at all [illegible] that the move may in the [illegible] its children in the classroom [illegible] than those in other [illegible] country. One of the old [illegible] told me: "That's what [illegible] used to be like, anyway."

But it was a senior [illegible] put it in political and [illegible] The members are [illegible] tage of a loophole to [illegible] and most of us believe [illegible] the right thing."

dministration

Can Newsam cure the alaise at County Hall?

Peter Newsam

ILEA is not finding it as easy deal with administrative weak- es highlighted by the inquiry the public debates surround- it. Tyndale and its con- ing repercussions have deepened chronic managerial sickness of ty Hall and the long standing ions between the politicians and ir senior officers.

The politicians behave as though believe that their senior icers, whatever their personal alities, are too entrapped in their ge bureaucratic machine to be le to act quickly and decisively. As a result the members increas- gly try to take executive decisions to their own hands or criticize the stalled actions of the administra- e. The officers then become more ctant to take decisions, reinforc- the politicians' belief that they e not capable of doing so.

The tensions have become pub- for the first time as a result the row over who should be anced for the ILEA's failures in Tyndale affair. Both sides have ed to rewrite parts of the Auld port that blame them.

Part of that dispute is about ther advice given during the ndale conflict by a £7,000 a year ion chief was right. The angry bour members of the schools mittee concluded, predictably, ese matters of that kind should in future be dealt with at a much gher level.

Dr Eric Briault, the education offi- r, has under way an overall review the administrative structure: on would be reviewing the [illegible] project has now been super- posed the separate task of sup- lanting how to avoid Tyndale-type rrors, peevishly ordered by the hool sub committee when he told m he was not taking action gainst officers criticized in the uld report.

But it will be for the new edu- tion officer, Mr Peter Newsam, his present deputy who takes over the end of the year, to imple- ent any changes. Although nobody ows what he can actually do to odify either the bureaucratic pro- cess or the politicians' habits, mem- bers and officers alike hope that he will somehow make a fresh start.

A top tier officer told me: "Peter has an entirely different style from Eric Briault—he is a diver, keeping out of routines but plunging in when there is something that needs action. He will not be buried in paper."

One way in which Mr Newsam may be able to get quicker information for a large part of his operational decisions, and effectively implement them, is by making wider use of the inspectorate.

Informally, and without disturbing the administrative procedures, the inspectors could be asked to relay more information, and they could be used to pass decisions back to the schools.

The inspectorate, which sees its main task as improving teaching, and already carries a considerable administrative workload, would not welcome a wider role. But it would be prepared to cooperate if Mr Newsam felt it would help him overcome the authority's chronic communications problem.

Inspectors

Now for a core curriculum . . .

The primary mathematics guidelines issued by the ILEA this week (see page 7) are the first instalment of what is likely to become the skeleton of a core curriculum for all ILEA children up to 16. They will be followed by guidelines and the associated checkpoints for English.

Dr Michael Birchenough, chief inspector, said this week that he would expect all pupils up to the age of 16 to do some English and mathematics. As well as history or geography or social studies, pupils should have an opportunity for aesthetic and practical experience through subjects such as art, music, home economics, design and craft work.

Everyone should have the chance to study a modern language for at least two years. "I would expect to see science up to the end of the third year and consider it desirable for everyone to continue taking some science to 16."

Dr Birchenough claims that most schools are already providing most of this basic curriculum. "With maths and science teachers becoming available, we will now expect all of them to do so", he says.

What the London inspectorate is now insisting on closely resembles the ideas put forward by many of the local authorities the DES is consulting over the shape of a national core curriculum.

In the same way that London is striking out for itself without waiting for national agreement over a curriculum, the authority is pushing on fast with developing its own means of checking progress. The inspectorate has already introduced a self assessment scheme in which teachers regularly go through a checklist, discovering from their own answers to its questions how effectively they are performing.

The ILEA is also busy constructing its own literacy test, to replace the proliferation of English and American tests in use in its schools, none of which is considered really satisfactory by the majority of teachers. The London Reading Test, as it is called, is intended to meet the requirements defined by a large group of classroom teachers, and is actually being constructed by a team of teacher volunteers with the technical assistance of County Hall's research department. Its main purpose is to detect the primary children who will need remedial reading in secondary schools, and to provide diagnostic information about their difficulties. Standard British norms for the test are to be established by the National Foundation for Educational Research, so that it may eventually be used throughout the country.

Politics

Keeping the break-up brigade at bay

Most of the ILEA's ruling Labour majority are not greatly worried by Tory calls to break up the authority. They believe that even a crusading Conservative government would forget the whole idea when confronted by the full financial and educational facts.

Some members see all the signs of what the Tyndale teachers would have called "a carefully orchestrated campaign" in recent newspaper articles and speeches by Tory MPs. But most regard the whole thing as a series of uncoordinated and predictably emotive reactions to the Tyndale revelations.

The main financial argument put forward for the transfer of the ILEA's responsibilities to the individual inner boroughs is the present high cost of London's administration and inspection—about twice the national average.

But the Labour members are now brandishing a sophisticated analysis, produced by the authority's statisticians, London spends more on its administration and inspection because it spends more on its children, they explain.

Most of the leading Labour politicians in the London boroughs strongly support the ILEA. Mr Geoffrey Samuels, leader of the Labour group in Tory-held Richmond, which, like other Outer London boroughs, is an education authority, agree with them. A former teacher in Inner London and now a head in another outer borough, he says: "While there may not be any difference in the basic classroom resources, Richmond teachers have nothing like the tremendous back-up that you get in Inner London.

He discounts the argument that politicians and administrators in borough-sized education authorities are able to keep a closer eye on what is happening in the schools. "There's not much point in knowing schools if you can't do anything about their real problems", he says.

But not all local Labour politicians take the same view of the ILEA's advantages. Mrs Elizabeth Hoodless, who led the Tyndale managers' campaign to pressure the authority into action, claims that many of Islington's councillors, and some of their colleagues in other boroughs, are privately beginning to feel that it is time for the authority to go.

"I agree with the Tories on this, and so will some of the new Labour faces on the ILEA after next year's elections", she claims.

Other Labour councillors, though, do not share those views. They want, instead, a borough voice in the running of the school system through local committees of the ILEA schools subcommittee.

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The arguments that turned

The Law Lords have now published their reasons for ruling in favour of *Tameside* in the dispute over whether the area should go comprehensive. PATRICIA ROWAN looks at their Lordships' decision in the light of events at Tameside. Below : extracts from the ruling.

When the House of Lords last week gave the reasons for its judgment the schools in Tameside were *already breaking up for half-term.*

Selection had taken place, the *selected and unselected* were settled in their grammar schools, *and it could be anything up to* five years before square pegs were *proved to be in round or square* holes.

The courts had asked what might have been reasonable on June 11, and the noble Lords had inquired what facts existed and had been taken into account. But it might be asked what the Law Lords themselves had learnt of what was happening in Tameside as the comprehensive plans went into reverse.

1. "Survival of grammar schools issue strongly fought at local elections."

Tameside, a group of small towns and suburbs scattered between Manchester and the moors, was created in 1974 out of parts of Cheshire and Lancashire.

These counties both had well advanced comprehensive schemes so teachers' organizations and divisional offices in the area had all spent some years working out plans. *When Labour won the new Tame*side with a massive majority in 1973 they started on their own scheme.

"I was told we should go comprehensive in 1975 and get it done with, but I thought we'd be right and proper about the job and get it planned properly", said Mr Roy Oldham, formerly Labour chairman of the education committee.

The writing was on the wall for Mr Oldham's plans back in May, 1975, when the Tories won 16 seats in a day of driving rain and national swing against Labour. After that, this year's election result was almost a foregone conclusion.

Parental interest has been strong as rival parent groups have collected signatures to opposing petitions. In this year's election address, the Conservatives said simply that they *would retain the grammar schools* and not implement the comprehen*sive plans.*

To demands for an alternative plan Mr Donald Thorpe, Tory chairman of the education committee, answered, as he still does : "There was no need to do anything, because everything was status quo."

2. "Three of minister's points completely exploded in the courts"

In his letter to Tameside on June 11 Mr Mulley, apart from casting doubt on the selection procedure, raised three issues : teachers already had contracts for new promoted posts ; new buildings were already going up ; confusion and uncertainty could impair the efficiency of the schools.

Of these, teachers' pay looked like being the most difficult issue. Though the Law Lords gave the minister short shrift on this, the DES documents had a good deal more meat than Tameside's on what was involved. "*We said only that* we would honour all contracts," Mr *Thorpe said.*

Ninety-eight teachers had been *given contracts* for new jobs that ceased to exist when plans went *into reverse.* It was only this week that 82 of them at last received rises in their salary (from September and October which negotiated within Burnham's tionary scale. This allows us decide which part of the scale will use.

No one has officially whether it could be proved taking on extra responsibil duties to merit their hi

The 16 teachers not cover the discretionary award their rise in November, to Mr Donald Thorpe, can be paid within the under a special hardship Burnham (section 15). *may conflict* with a memo cil received from its executive, director of educa direction of administration.

This quotes advice from retary of the management Burnham on May 27, 19 school has not been organized, a teacher who ment to a higher withdrawn is not applic ceive the salary that he received in that post." counsel drew attention to in the Appeal Court.

The Burnham Committee been consulted since, but David estimated that salary costs to the present year would be little matter has already ported by ratepayers to auditor.

The matter of the sanction for comprehen*sive*ing is a good deal more

Mr Derek Marlow, director, schools, says loan sanction was *since* building was balances rather than chairman of the so says they only of the loan sanction former Labour £500,000 was for built comprehensives.

The Lords verdict: Mulley had no grounds to act

Secretary of State for Education and Science v Tameside Metropolitan Borough Council Before Lord Wilberforce, Viscount Dilhorne, Lord Diplock, Lord Salmon and Lord Russell of Killowen.

There was no ground on which the Secretary of State, properly directed in law, could find that the newly elected Conservative-controlled Tame*side Council were acting or proposing* to act unreasonably in introducing a system of selective entry to grammar schools instead of the comprehensive system proposed by the former Labour-*controlled council.*

LORD WILBERFORCE said that Tameside, a new unit of local government, included areas formerly in Cheshire and Lancashire.

Soon after its creation the council, as local education authority, put forward a scheme for bringing all the schools in the area under the compre*hensive principle.*

The council took some steps towards their initial implementation by the beginning of the school year in September, 1976.

Local elections were held on May 6, 1976. The survival of the grammar schools as selective entry schools was *this issue strongly fought and on which* the opposition, parents had taken its stand. Many parents had signed a petition against the proposals and no *doubt supported the opposition.*

The opposition gained control of the council, and considered themselves to have a mandate to reconsider their predecessors' education policy. They formulated their own proposals as not involving a total reversal of that policy, *setting them out in a moderate*

duty imposed by or under this Act, he may, notwithstanding any enactment rendering the exercise of the power or *the performance of the duty contingent* upon the opinion of the authority or of the managers or governors, give such directions as to the exercise of the power or the performance of the duty as power to him to be expedient."

Analysis of section 68 brought out *three cardinal points.*

(1) The matters with which it was concerned were primarily matters of educational administration. The action which the minister was entitled to stop was unreasonable action with respect to the exercise of a power or the per*formance of a duty. The power and* duty of the authority could not be interfered with. Local education authorities were entitled under the Act to have a policy, and section 68 *did not enable the minister to require* them to abandon or reverse a policy just because he disagreed with it.

A direction under section 68 must be justified on the ground of unreasonable action in doing what under the Act the authority was entitled to do.

The crucial question was whether, on the question whether the change of *course proposed by the council in May* would lead to educational chaos or undue disruption, the minister's judgment could be challenged.

(2) Section 68 was framed in a "subjective" form : if the minister "is satisfied". At first sight that might appear to exclude judicial review, but if a judgment required, before it could be made, the existence of some facts, then, although the evaluation of the facts was for the minister alone, the court must inquire

between the minister (under ment) and the authority : the gave the minister no power to his policy prevail.

The other was that, owing democratic process involving elections, abrupt reversals might take place. Such re at all *substantial*, must cau administrative disruption ; but *time* of the 1975 proposals a of 1975. So the mere possi probability, of disruption could a ground for *issuing a direc* abandon the policy. When *entitled to submit*, by a deadline necessary, was that such direc were not "unreasonable". It were not entitled to carry out programme, with which the might disagree, ought to be those for whom it was respon *Those who had voted for the pro*grammes must be taken to have ted some degree of risk *implementing it.*

The ultimate question was *the minister* had given sufficient *any* weight to that particular *in the exercise of his judgment.*

What weight he in fact *gave* himself as satisfied that council were acting *in proposing* unreasonably ? They did not *from the Department's* letter about June 11 and from sworn by its officers. The must be taken to have been and professionally qualified educational practices available as to resources available. His opinion was not lightly overridden.

A letter from the Department May 20 referred to a "period educational and similar re ning" which had taken approval of the proposals in November, 1975, a continuing absence of alternative plans. The council answered in July : "The council were giving the schools were not to be changed rules, and that law for the 1975 proposals to 1975, would have caused pre sion to the children's educa

As to its own policies, it said that all allocations of the forthcoming year would all—made by the old council honoured subject to assurances. Ashton and Hyde schools—by the old council to become sixth-form colleges remain grammar schools and to 11-year-old entry, many five places available. There 11-year-olds were to be allo to apply for reallocation were satisfied with the ar doing they would grant number of applicants to schools exceeds the number

available, as is likely, those pupils most suitable and most likely to benefit from that type of education will be selected by a combination of reports, records and interviews. There will be no formal 'eleven plus examination'."

The minister's letter of direction of June 11 said : "The authority's revised proposals *confront* the parents of *with the dilemma* of either adhering to secondary school allocations for their *children which they may no longer re*gard as appropriate or else submitting to an improvised selection procedure the precise form of which the minister understands has even now not been satisfactorily settled in circumstances and under a timetable which gives substantial doubts about its educational validity." (Lord Wilberforce's italics.)

The change of plan, the letter continued, (i) threatened to give rise to practical difficulties in relation to the appointments of staff already made and to the construction of buildings for the new comprehensive schools ; and (ii) to create a degree of confusion and uncertainty *which could impair the* efficient working of the schools.

Those three points were dealt with by the council in the courts below and completely exploded. In the House counsel had concentrated on the allegation that

On that issue the paragraph which Lordship and quoted from the minister's letter of June 11 was revealing. showed a very strange attitude to the decision taken by the council.

Alone the electorate, including no doubt many parents, had voted the new some *selective basis* would be pre*served*, to say that that "created " a dilemma " for the parents, with *underlying* that that was something unreasonable, appeared to his Lordship perverse and paradoxical. Parents desired to have a choice of selective places. The new council were giving it to them. If they did not want selective places, they had no need and no obligation to apply for them.

The whole paragraph forced the conclusion that *the minister was operating* under a misconception as to what would be reasonable for a newly elected council to do, and that he failed to take into account that it was entitled—in a manner bound—to carry out the policy on which it had been elected and failed to give weight to the fact that the limited degree of selection statutory power the teachers would involved, though less than perfect, was something *which a reasonable authority* might accept, and which the parents concerned largely did accept.

What the minister was entitled to do was to say something to the effect that the *time* available for the selection, or some part of it, could not be carried out and *no reasonable authority would* attempt to do so. Let him be judged by that test, though his Lordship did not think that it was the test which he had himself applied. The council had said that the selection would be by "a combination of reports, records and interviews". They had about three months in which to carry it out.

Selection by examination was not the only selection procedure available. Lancashire, part of which had been taken over by Tameside, had operated a method of selection by head teacher recommendation, ranking of pupils, reports and records and standardized verbal reasoning tests. The council in May had set up a selection panel to operate a procedure of that kind, the chairman being experienced in the Lancashire method. He was of opinion that, even though a verbal reasoning test might not be practicable in the time, there would be no difficulty in *selecting the number of places* required. No doubt the procedure could not be said to be perfect, but such defects as there were could not possibly, in the circumstances having regard to the comparatively small number of places involved, enable it to be said that the whole of the council's programme was such that no reasonable authority would carry it out.

There was a further complication. The council's selection plans were opposed by a number of the teachers' unions, and there was the likelihood of non-cooperation by some of the head teachers in the primary schools in production of records and reports. The department's letter said : "The minister did not rely on that, for understandable reasons, but they must be assumed to have had it in mind. Was that a fact on which the minister might legitimately have formed the judgment that the council were acting unreasonably ? *Would* a body of "the more ") reasonable course have been for the council to abandon its plans ?

That was the ultimate factual question in this case, and it must be answered in the negative. The teachers, after all, were public servants, *with responsibility for their pupils.* They were under a duty to produce reports. Those reports and the records in the primary schools were public property. His Lordship did not think that it could be unreasonable (not "was unreasonable") for the council to take the view that if the minister did not intervene under the statutory power the teachers would *cooperate in working the council's pro*cedure.

On the whole case, his Lordship concluded that the minister, real though his difficulties were, had fundamentally *misconceived* and misdirected himself.

Tameside upside down

the grammar schools are getting *some lovely new extra rooms.*

Confusion and uncertainty, except for the children whose transfer traumas were prolonged for months, seems to have been mitigated by the secondary heads who made alter*native plans on courses and teachers* to meet either contingency.

3. "*Selected by a combination of* reports, records and interviews"

The heart of the matter was whether adequate selection tests could reasonably be carried out in the time available on June 11. The *Appeal Court judges had clearly* been strongly influenced by Mr Eric Beard's affidavit.

Mr Beard, a retired primary school head, was chairman of the voluntary selection panel and had served continuously on such panels for 16 years. He listed four essential factors for selection panel procedure :

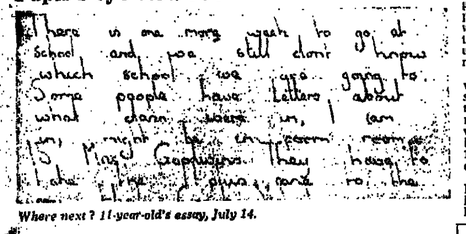
(1) a list from each head showing order of suitability" of pupils for grammar school ; 2. records of pupils for their last four years at primary school, including classification of academic attainment by letters from A (excellent) down to E (poor) ; 3. a standardized verbal reasoning test would be "highly beneficial", (though Mr Beard added later that a Lancashire experiment had proved that the verbal reasoning test was not essential) ; 4. details of the proportion of the age group previously allocated to grammar schools from individual primary schools.

Mr Beard added that the top 20 per cent was usually suitable for grammar schools and that, if necessary, the panel would call for examples of pupils' current work.

There were two serious drawbacks to accepting that a selection procedure based on those factors would be adequate in the circumstances. First, it did not conform wholly to the procedure recommended by such independent arbitrators as the NFER, which were followed by Lancashire—where Mr Beard had his panel experience — and by Tameside itself in 1975.

More seriously, since there had been no preparation for selection tests in Tameside and primary school heads were refusing to cooperate in a process which they considered unfair to the children, the sources of information listed under 1 and 3 did not exist and the availability of the records listed under 2 was problematic. In the event, 4 did not exist either.

Pupil's eye view . . .



Where next ? 11-year-old's essay, July 14.

Both these fundamental flaws were *pointed out in detail* in an affidavit from the DES Under Secretary, *heading schools branch.* DES counsel placed little stress on this evidence which appears to have been overlooked both in the Appeals Court and the House of Lords, though in the event it proved almost totally correct.

When the Law Lords declared in favour of Tameside on August 2, the primary heads agreed to hand over school record cards. They were the only source of information the panel had to work on.

Even so, the record cards might have provided much of the in*formation required if they had all* been adequately filled in to a consistent standard.

To start with there were four types of card, those dating from the old Lancashire and Cheshire, and old and new Tameside cards. Of these, the Lancashire cards potentially offered much of the material needed. They listed personal qualities and aptitudes, *classified over four years from A-E*, verbal reasoning, English and *maths scores.*

The other cards, though similar, were not so extensive or always kept in the same form, so that experienced interpretation was necessary. Worse, a few had not been filled in since 1972, others had gaps, and, though it is authority policy to keep record cards going whether required for selection tests or not, many heads gave them up this year thinking they would not be needed.

Normally, the selection panel would have been made up of 16 *serving headteachers appointed by* the teachers' consultative committee. This year's panel of 16 volunteers contained only one serving head, and included three scale 1 teachers. Most had worked in the old Lancashire authority.

Aware of the lack of experience, Mr Beard did give his panel a preliminary talk to tell them what to look for and was there to advise in the early stages when obvious grammar school candidates were picked out, others rejected outright, and 46 put into an indeterminate file, many of them because of lack of information.

But it is generally agreed that 90 per cent of the work of any panel *is sorting out the last 5 per cent of* borderline cases, and by the time the indeterminate file was dealt with and heads consulted in the last week of August, Mr Beard had gone on holiday.

Mr Beard says now that 80 per cent of the cards were all right, though "it would have been better if we'd had more information and my task would have been easier if we'd had all head teachers.

"I must admit that when I said I'd do the job I thought I'd have more cooperation from the profession and all the usual factors as put out in my affidavit."

Mr K. D. Exley, head of Audenshaw grammar school and chairman of *the appeals* panel was a good deal more outspoken in his criticism *of the record cards.*

"The assumptions that good record cards could provide proper selection without verbal reasoning tests proved to be untrue", he said last week.

The other doubt is whether any proper comparison can be made without testing the whole age range. In the end, there were only 571 applications for grammar school places and 224 of them were selected, 132 boys and 96 girls.

Tameside timetable

March 10, 1975 : Labour-controlled Tameside council puts forward plans for going comprehensive with 11-16 schools and sixth form colleges. It already has one comprehensive ; two more will be built. Sixteen secondary moderns and three grammar schools to go comprehensive ; two remaining grammar schools to become sixth form colleges.
November 11, 1975 : Mr Fred *Mulley, Education Secretary,* approves proposals.
May 6, 1976 : Conservatives win control of Tameside.
May 7 : Mr Donald Thorpe, new education committee chairman, says it will keep grammar schools until forced by law to go comprehensive. Announces 11 plus tests for Tameside's 3,000 11-year-olds on May 28.
May 19 : Three teacher unions invoke disputes procedure. Eleven plus frozen.
May 26 : Council ignores disputes procedure. Teachers ask Mulley to *intervene under Section 68 of Edu*cation Act.
June 1 : Council writes to parents (from borrowed estate office address because education office staff refuse to cooperate) offering 240 selective places at Ashton and Hyde grammar schools.
June 11 : Mulley invokes Section 68 and tells council it is "proposing to act unreasonably". Orders it to abandon grammar school plan.

Thorpe ; Mulley

June 15 : Tameside education committee decides to challenge ruling.
June 16 : Mulley gets permission from High Court to bring case.
June 12 : High Court order in favour of Mulley.
July 23 : Primary schools break for summer holidays.
July 26 : Appeals Court decides in favour of Tameside.
August 2 : Law Lords dismiss Mulley's appeal.
August 9 : Selection starts.
September 1 : Term starts in Tameside.

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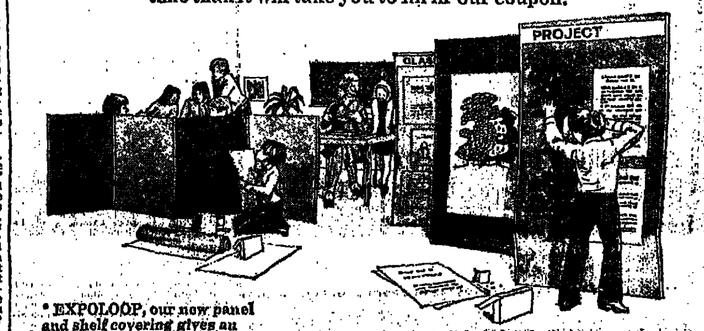

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The Sex Discrimination Act has been on the statute book for nine months. The Equal Opportunities Commission, its enforcement agency, has also been going since last December. What effect have these changes had on education and how is the commission going about its business?

Gentle path to sex equality

by Lucy Hodges

There have been no revolutionary changes with the passing of the Sex Discrimination Act. Sexist attitudes towards what boys and girls should and should not do still abound. But *the drip of the equal opportunities* tap has been turned on and is beginning to wear down at least some of the outward manifestations of male chauvinist piggery.

The Act makes it unlawful for any educational body to discriminate on sex grounds in admitting or refusing students, in expelling them or otherwise putting them at a disadvantage, or in providing facilities. Single-sex schools and colleges are exempt, as are charities and boarding schools. Physical training may also be different for each sex.

The Equal Opportunities Commission has wide powers. It can help a member of the public bring a case to a tribunal or court, it can investigate discrimination wherever it chooses and it can insist on evidence and information being provided for it. It can order offenders to stop discriminating and make recommendations for change.

So far it has preferred not to resort to the legal—and therefore public—weapons at its disposal. In time-honoured British fashion, it has preferred informal, behind-the-scenes political change which embarrasses no one.

To some extent this is because the education section, under Dr Eileen Byrne, is very much feeling its way. At the moment she is the education [illegible] and there is an assistant [illegible], a [illegible] and clever woman, comes from local government education. She was senior education officer for Lincolnshire following local government reorganization, which gives her an important grounding in education politics. And she is deeply committed to equal rights.

She has been involved in anti-discrimination legislation since 1971 and fought hard and long for both education and training to be included in the final Bill. While in Lincolnshire she undertook her own research which is to be published in a book, *Women and education*.

When tackling local education authorities, the commission argues that boys and girls are not different. The apparent differences—that more girls may want to do needlework than boys—are all conditioning and not innate.

Time and again the commission pushes the education establishment back on its assumptions, forcing it to question and rethink. It may all sound very obvious but the fact that the commission feels the need to do it indicates something about the attitudes of the education service.

It has to tell l.e.a.s that there should be no such thing as boys' and girls' subjects. One such complaint came from a woman with a boy and a girl at the local comprehensive. The boys were told they had to do German with metalwork and the girls German with housecraft. This woman's children [illegible] with her. After pressure from the commission the authority [illegible]

Another problem with which the commission is being approached with a kind but firm persuasion authorities are chafing at the of the Act which mean schools have an imbalance and girls because they can use sex as a criterion for places.

The commission's view that imbalance does not matter so long as it is not too big Act meant there were th a school and only 10 p something should be d

But the commission feels important thing is wh are used to justify any cri tem. The children's pre educational needs come fi quota should never be fi organizational or economi

The commission is opposed to the kind of —or affirmative action pr —that the Americans have to hasten equal opportu idea is that employers are obliged to take a cer women to make up for past oppression and to ma jobs that would ot decades to open u

The commission's view is dangerous to rac discrimination with sex that jobs should be fille on merit.

This is why it supp Kathleen Castle in her c Surrey County Council. applied for the job of master/mistress at a s arm of an industrial tri told it was only open to ma Burnham Committee rule

Cooplands about forms also come from teachers. One was from a woman who was moving to the north of England to become deputy head of a mixed comprehensive. She sent in a removal claim form which was returned on the grounds that only her husband could claim. She would have to wait until he moved

Eileen Byrne: deeply committed to equal rights.

£660 compensation for sacked mother-to-be

Junior school teacher Mrs Pamela Globe has been awarded £660 compensation because she was dismissed while pregnant.

A Birmingham industrial tribunal has ruled that Solihull education authority, West Midlands, dismissed her by ordering her to bring forward her leaving date by nearly five months. Mrs Globe, 28, of Alcester Grove, Chelmsley Wood, Solihull, said she had planned to work until the end of the summer term and had given in her notice to expire in August 31. The authority said she must leave on July 4 and would not listen to argument.

The compensation and it was simply complying with an agreement accepted by the teachers' unions that pregnant women must leave at 4 weeks before the probable date of birth.

The award is made under the Employment Protection Act, which protects pregnant women against dismissal. The relevant clauses came into force on June 1 this year.

Tribunal chairman Mr John East said: "Mrs Globe had been employed by Warwickshire County Council under a contract of employment which allowed her discretion on the time at which to leave work before birth. Her school was taken over by Solihull during local government reorganization, and this contract became a contract with Solihull. She had no right to expect that her conditions of service would be the same as those of anyone else. She was entitled to think it would be so, but because of the Act in her case, but because of the Act its actions amounted to unfair dismissal under the Act."

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Sport

60-second sprinter sets pace for UK swimmers

by Stanley Levenson

Britain's girl Olympic swimmers may [illegible] themselves overshadowed by a 15-year-old who did not go to Montreal today and tomorrow.

Cheryl Brazendale, of Greenlands High School, Blackpool, set the swimming world talking in August when she became the first British girl to beat 60 seconds for the 100m freestyle in a standard long course (50m) pool. Her time is still, of course, several seconds slower than Olympic class, but it stands as a great achievement.

In the national championships at the Felling pool, Gateshead, Miss Brazendale will be tackling her speciality in the under-14 group. Here one of her opponents will be Hilary Archer (Goldolphin Lattymer School, London), whose sister Katy, from the same school, shattered the championship record for the Junior medley last year. This time Katy is in the intermediates and will swim butterfly.

Of the Montreal swimmers Jay Beasley (Bark School, Halesowen) will defend her junior backstroke title, probably without difficulty. In Montreal Miss Beasley was in the team which broke the British medley relay record. Another member of that team, butterfly specialist Sue Jenner (St Mary's School, Eastcote, Middlesex), is also at Felling, competing in the senior race. She should get some tough competition from Liz Taylor (Stoke Park School, Coventry). Sharron Davies (Plymstock School, Plymouth) who is also an Olympic backstroker, turns to the individual medley this time.

Montreal swimmers in action include Kim Wilkinson (Nicholas Chamberlaine School, Nuneaton) in the intermediate medley, Debbie Rudd (Tudor Grange School, Solihull) in the breaststroke, Joanne Atkinson (Millfield) in the butterfly.

Only two of the Olympic boys will be swimming this weekend—Paul Sparks (Eastfield High School, Mitcham, London) in the medley and David Parker (Babbake School, Coventry). But Parker, a world class swimmer over 1,500m, will probably find the Felling 100m rather too short for him.

Last year, at Basildon, records were broken more than 20 times and it would be unusual for there to be no record breaking again this weekend.

Wrestling coaches needed

Schools wrestling intends to consolidate this winter the progress made a year ago rather than push too far forward, according to Mr David Hogg, secretary of the Schoolboy Olympic Wrestling Association, formed less than two years ago.

One of the key reasons is the shortage of qualified teachers and coaches able to coach and control the growing number of young wrestlers. To fill the gap SOWA is launching a junior instructors' certificate at the end of next month aimed primarily at teachers with physical education qualifications.

Although amateur wrestling is still a minority sport in Britain, it has a mass following in other parts of the world, especially eastern Europe, the Middle East and the United States.

The international federation is studying new regulations for schools wrestling to bring about uniformity. Some of the new rules is likely to make age restrictions tighter so that there is a maximum of two years between opponents.

At present, in Britain at any rate, the age difference can be as much as three or four years which, in the under-14 section, is too much. This was the case in several bouts at the recent under-14 championships at Abbots Langley, Hertfordshire.

The winners, in ascending weight order, were Mark Smith (Abbots Langley), Peter Vince (Basildon, Essex), Richard Roberts (Barton, Manchester), Sean Morley (Wirksworth, Derby), R. Quinn (Barton), Paul Dunsby (Wirksworth), Clive Rushton (Nottingham), Douglas Beal (Basildon), Russell Varnam (Leicester) and Adrian Stephens (Nottingham).

Each winner had at least five bouts, each of two two-minute rounds. Some adult holds are barred, such as half or full nelsons or any which place a strain on the top of the spine.

COURSES

NCST NATIONAL CENTRE FOR SCHOOL TECHNOLOGY

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The Director, National Centre for School Technology, Burton Street, Nottingham, NG1 4BU

TRENT POLYTECHNIC

News in brief

Taking account

The education and training of all those employed in accounting is being scrutinized by a committee set up by the Training Services Agency. The subject has been given little attention in the past.

Rent a piano

Good pianists are becoming increasingly reluctant to perform in the South of England because of the scarcity of decent pianos. So the Southern Arts Association is putting up funds to help clubs with half the cost of hiring instruments. Funds are also available to help with buying pianos. Details from SAA, 19 Southgate Street, Winchester.

Hungarian journey

Three members of Chetham's Hospital school of music in Manchester are touring Hungary until November 7. On their 14-day visit they will be studying musical education methods and meeting teachers who by the *kodaly* method have raised the standards of musical education.

City life around the world

More than 200 Brent sixth formers spent two days of their half term holiday this week studying urban life in different parts of the world. The event was organized by the council's education department and was attended by Housing Minister Reg Freeson and Laurie Pavitt, MP.

Photography for children

The Half Moon Photography Workshop is running a series of weekend courses on the use of photography with children. They will take place in London in February and March next year. The cost of the three workshops will be £8. Apply to the workshop, 27 Alie Street, London E1.

Commonwealth scholars

A total of 410 overseas scholars and fellows came to Britain under the Commonwealth Scholarship and Fellowship Plan in 1975. The scheme enables postgraduates to undertake further study outside their own countries, but British scholars are also eligible for the awards.

Collecting Americana

The Polytechnic of Central London has opened an American studies resource centre with financial help from a $22,000 bicentennial grant. It will be open three days a week during term time and will be organizing a series of conferences and workshops.

Camden historians meet

"People and history in Camden" is the title of a one-day conference being organized by the Polytechnic of North London on October 30. The idea is that students should do their own historical research. Details from the secretary, department of history and philosophy, North London Poly, Prince of Wales Road, London NW5.

Half term at Sudeley

Sudeley Castle, Winchcombe, in Gloucestershire, is remaining open for the half term holiday. All ticket prices will be reduced by 10 per cent on weekdays until November 5.

Duke opens college

HMS *Edinburgh*, a newly completed merchant navy college at Greenhithe, Kent, was opened yesterday by the Duke of Edinburgh, national centre for those wanting to do courses in nautical studies, maritime radio communication, radar and other subjects, the new college has been partially in use since 1975.

People

Mr Douglas Bassett, keeper of the geology department at the National Museum of Wales since 1959, is to be the museum's new director from April 1, 1977.

Mr Paul Lang, administrative secretary of the Young Liberals, is to be meetings organizer for the Council for Education in World Citizenship.

Schools

Miss Sheila Harrison, acting head of Franciscan Junior and Infants' School in Tooting, is to be the new head.

Mrs Peggy Aylatt, deputy head of Wedgwood Special School, is to be the new head of Elizabeth Burgwin Special School in Hammersmith from January 1, 1977.

COURSES

Edge Hill College of Higher Education

Division of In-Service Studies

Courses for Serving Teachers - 1977/8

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SCHOOL SOCIAL WORK
*THE EDUCATION OF CHILDREN IN URBAN COMMUNITIES
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Part-time two-year courses leading to diplomas of advanced studies in education, University of Lancaster.

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†CURRICULUM—THEORY AND PRACTICE

Applications are invited from qualified teachers, who have at least three years relevant experience and also from lecturers and advisers who wish to extend their studies in these fields.

Full-time one year courses leading to advanced certificates, University of Lancaster.

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SCHOOL LIBRARY RESOURCE CENTRES : THEIR DEVELOPMENT AND USE
REMEDIAL EDUCATION
THE EDUCATION OF GIFTED AND TALENTED CHILDREN
THE LEARNING AND TEACHING OF RELIGION IN SCHOOLS
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ART AND DESIGN
MOVEMENT IN THE PRIMARY SCHOOL
MUSIC—SKILLS FOR PRIMARY EDUCATION
THE BRIGHT UNDERACHIEVER IN THE PRIMARY AND MIDDLE SCHOOL

Courses commence in September 1977 with the following exceptions: One Term courses will operate in the Summer Term and Remedial Education and The Education of Gifted and Talented Children will commence in January 1977.

**Coastal Ecology will operate from March to October.

†Offered subject to final approval.

Further information may be obtained from the Secretary, Division of In-Service Studies, Edge Hill College of Higher Education, Ormskirk, Lancashire.

KESWICK HALL, NORWICH

ADVANCED DIPLOMA IN THE EDUCATION OF CHILDREN WITH LEARNING DIFFICULTIES

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Information and application details may be obtained from: In-Service Admissions Secretary, Keswick Hall, Norwich, Norfolk NR4 6TL.

COURSES

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The Humanities Curriculum.
Science Education, I.
Science Education, II.
Educational Assessment and Evaluation.
Primary Education I—Curriculum Studies in Primary and Middle Schools.
Primary Education II—Socialisation in the Primary School.
Moral Education.
Structure and Process in Further Education.

Full details and application forms can be obtained from:

Secretary to M.Ed. Studies Course
University of Leicester School of Education
21 University Road, Leicester LE1 7RF

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One-Term Updating Course for specialized teachers of Geography in Secondary Schools, this course will be run [illegible] (Spring 1978).

Both these ventures have been approved by the DES for secondment purposes. Closing date for applications: January 28, 1977.

2. An Advanced Music Workshop

A 3-day non-residential course for tutors/teachers and students on Thursday, Friday and Saturday, January 6, 7 and 8, 1977.

Details of the above courses may be obtained from: FPS Unit, School of Education, 35 Berkeley Square, Bristol BS8 1JA.

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Institute of Higher Education
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One-year full-time or two years part-time

This Diploma offers experienced teachers an opportunity to re-examine their attitudes towards creative activities within the curriculum, and the wider implications of art in the changing educational and social scene. The course has units of study in sociology,

Further information, handy application forms (by September, 1977) are obtainable from the Secretary (In-Service), Faculty of Education, Arts and Humanities, Chelmer Institute of Higher Education, Sawyers Hall Lane, Brentwood, Essex CM15 9BT. Telephone Brentwood (0277) 219271.

Brentwood College, Essex

TES SPECIAL INSETS 1977

A complete list of the TES Special Insets planned for 1977 is available from The Advertisement Manager, The Times Educational Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

Find Student Accommodation Quickly
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France

Colleges go back in mood of discontent

from Mark Webster

PARIS

Some 825,000 students are now beginning the *new academic year* with the bitter conflict of last spring still fresh in their minds and the issues still largely unresolved.

The students' major quarrel is with the reform of *the second cycle* (the third and fourth years of university), which Mme Alice Saunier-Seité, Secretary of State for Universities, wants to make more job-orientated.

Ironically, although the students dislike the move, many are staying on at universities for longer courses this year because they are unable *to find work in a diminishing labour* market.

They are mostly responsible for the small increase in total university student population of 2 per cent—825,000 against 811,000 in 1975-76.

The increase in first-year students is even less than 2 per cent. Most of the extra will be absorbed by Paris, which is taking 4,000 more than last year. Over the entire country there will be 168,145 first-years against 165,145 in 1975-76.

The intake for science subjects has levelled out while the arts has attracted more than last year—contrary to the trend in the secondary schools. The literary universities of Paris will welcome 124,850 against 111,881 last year.

It is too early yet to see if the strikes which disrupted almost every French university last academic year will have any positive results. The changes in the second cycle are still going through, although more slowly than originally intended.

This year there are 182 degree courses with a professional orientation which should, according to the Secretary of State, mean an increase of around 10,000 places for the second cycle.

Several university councils have hesitated about presenting plans for reforming their course structures [illegible] The [illegible] and students, as well as the university management, were given the responsibility for producing plans for the changeover.

Sixty-six proposals have been submitted for the start of this term, of which 42 have been accepted. Ten of them are no more than the lengthening of courses already in existence, and in fact few of the courses corresponds to the norms set by January's controversial ministerial *decree*.

Much hinges on whether the Government bothers to check on the new courses when they are operating. Although 24 proposals have been turned down as yet there has been no suggestion that courses should be monitored once they have *been accepted*.

The University Institutes of Technology (IUTs) and some of the Paris universities have been further angered by the cuts in "extra hours" allocations which are used largely to pay part-time lecturers. Mme Saunier-Seité has, however, indicated that *more money may be made* available to the IUTs for taking on teachers with outside commercial experience.

Last spring's "bitter" conflict

Italy

Fresh chaos as new year starts

from Dalbert Hallenga

Bureaucratic chaos once again dominates the opening of the school year. After four months not begin their full day meet all their teachers least the end of this *many* will have to wait end of November or December.

The appointment of schools is the main problem has been for almost a Italy's universities began out vast numbers of whose only hope of the state teaching service.

The state education cracy, beset by the inability to reform the education system, has failed to solve the problem punctually, old of expensive computer systems.

This year's programme has been the presence of 150,000 porary teachers who right to permanent tions. They must be in a school system super-saturated with complicate matters thousands of other teachers, who have the right to permanency, sing for their first

Italy's chronic rooms *is further* year's school opening Education Ministry quate school accommodation lacking for 4,000 describe a two [illegible] £1,400,000) gramme now in progress dicted that by 1980 have increased in

This means that must operate on a "[illegible] table. The first shift children are not accelerated out 8 am to 1 pm, and the 1 pm to 6 pm; and many classrooms, especially Rome, are rented from property owners. About 3 of Italy's school children before study this year in classrooms, many situated in disused tobacco barracks or converted shops.

Sweden

Call to clear up child labour

from Mike Duckenfield

STOCKHOLM

Almost one in three 9year-13s working during this summer's three-month school holiday—many of them gaining practical experience connected with studies—earned less than the minimum wage recommended by national trade unions and employer organizations.

A survey of 10,000 of its 36,000 members in the final three years of comprehensive school and upper secondary school by the National Pupils' Union (*Elevförbundet*) showed that 30 per cent of the 72 per cent who had worked earned less than the 75 Skr a day or 1,500 Skr a month (£211) minimum, while 4 per *cent earned less than* 25 Skr a day.

The 40-year-old union is now recruiting the aid of the Confederation of Trade Unions and the Swedish Employers' Association in drawing up a blacklist of employers with a view to a future boycott on employment. It also wants clear guidelines on youth employment.

Of those working this summer, just over half (51 per cent) were employed in purely holiday work, 23 per cent were seeking to gain practical experience related to studies and most of the rest were acting as holiday replacements for full-time employees.

Despite the practical work experience scheme (PRYO), which has been in operation in comprehensive schools since the late-1960s, as many as 78 per cent of employed pupils thought school preparation for working life was inadequate.

At present, 15-year-olds get three work study visits and 16-year-olds spend two weeks of term-time in full employment. However, the union wants to see this extended both to the final three years of the comprehensives and the upper secondary school for 16-19-year-olds with a guarantee of work for all pupils in the age group.

Both the giant Confederation of Trade Unions and Salaried Workers' Association, which together represent most of the nation's blue and white collar workers, are supporting the pupils' campaign and a joint discussion book on employment is to be published.

Greece

Three more school years

ATHENS

As from the beginning of this school year, the simpler "demotic" language is being officially adopted in all the [illegible] of general education. Ancient Greek authors will be taught in "demotic" translations in the three classes of the secondary schools.

Another change is the raising of the number of compulsory years of schooling from six to nine.

In addition, the three-year [illegible] version is being remodelled into a [illegible] secondary school, plus a three-year [illegible] This already [illegible] between [illegible] classical or a vocational education.

South Africa

Vocational emphasis

The Federal Theological Seminary [illegible] inter-church multiracial institution for the training of ministers and priests which was left homeless when its former premises were taken over by the Government early [illegible] planning to reestablish itself on a new site. If the project is finally approved by the churches concerned, headed by the Anglican Church, the new seminary will be built at Imbali, near Pietermaritzburg.

The institution had to vacate its premises at Alva, affiliating the University of Fort Hare, after receiving an expropriation order from the Government.

United States

ll-year-round opening roposed to cut costs

by Michael Binyon

WASHINGTON

s should take a serious look r-round schools as a means ng money, speeding up childearning and promoting racial ation without having to resort sing, a report sponsored by partment of Health, Educaand Welfare says.

ground schools are not new, the past have always been only as temporary expedients e with special problems—a influx of immigrant childevere shortage of school or teachers and so on. The says a different arrangement traditional school calendar been found to have educabenefits of its own—especially andicapped and disadvantaged en whose learning often slips great deal during the long r holidays.

year-round school generally es for a staggered series of terms alternating with 15holidays throughout the year. such a plan, a quarter of the s are always on holiday.

present there are about 100 ses of this kind in operation merica involving at least two children. Another 96 school s are considering starting ound schools or extended -year schemes. California g the way with 38 year-round ols.

schools running on a pattern 45-day term overcome the dis- ntages of other temporary year- This means that no pupils are kept on a summer holiday, and children are not accelerated out quickly.

educators, the study says, the traditional school calendar is "social anachronism" left the country's early agrarydays when children needed free to work on the farms. study says it is more econouse schools all year rather than have them empty for three months during the summer. (Though savings are disputed by those who say the system requires extra maintenance and transport.) It also sees the pattern as much more suitable for children of migrants and military personnel, giving them a normal continuous education despite their mobile lifecycle.

One claim for these schools is *that they will reduce the need for* bussing. The upheaval needed to introduce the new timetable offers a chance, the study says, to make educational changes, reassign teachers and account for parental and pupil preference under the flag of innovation rather than legal mandate.

It has been found that the option of a year-round school tends to integrate a school within a district. One reason could be the magnetic appeal of innovation. A predominantly black California high school, for example, began a year-round school which involved a good deal of revision of the curriculum. Whites in increasing numbers are now voluntarily going to this school because the programme is attractive.

Several case studies of individual school districts which have tried the experiment have, however, produced mixed evidence. In Chula Vista, California, it was found that eight-year-olds in this school had a higher reading ability after one year than *in a traditional school*—though no difference was measured for nine-year-olds.

At a scheme in Northern Virginia, costs were 10 per cent less than in a traditional school and labour and plant were used 5 per cent more intensively. But in other *areas costs were found to increase*, and no noticeable acceleration in pupils' learning was observed.

Since of these year-round schools have now been going long enough for pupils to have spent their entire high school career in this system. Only the federal government has the funds and resources to undertake a proper study of how effective it is. Such a study, the study *recommended, should begin immediately.*

Reading levels 'beginning to improve'

WASHINGTON

For the first time for some years America has good news about standards of reading in its schools. A nationwide government survey has found that reading ability has not deteriorated in the past few years, and the skills of nine-year-olds have *improved considerably.*

A report by the National Assessment of Educational Progress (NAEP) found that black nine-year-olds have shown a "dramatic" improvement over the past four years, although they were still 13 per cent behind white children. The reading performance of 13 *and 17-year-olds has not changed* much, although more 17-year-olds are now better at reading everyday items such as telephone bills and instructions on tinned food.

The results are based on comparisons between two identical tests administered across the country in 1971 and 1975 to 63,000 pupils.

In the broadly encouraging picture, however, there are some disturbing details. Among older pupils it was found that when items became more difficult, either as a result of lengthy passages or because passages needed manipulation of information, the 17-year-olds scored less well than four years ago. Both they and the 13-year-olds also showed a decline in the ability to draw inferences from what they read.

To many the findings may seem puzzling, coming as they do hard on the heels of the much-publicized drop, for the thirteenth year running, of verbal ability scores in the Scholastic Achievement Tests. These tests, taken by a million school leavers hoping to go to college, are widely regarded as an indication of general educational standards in American schools.

NAEP said, however, that the two sets of results were not contradictory, as they were measuring *different things for different purposes.*

West Germany

Left-wingers win reprieve in fight with union

by David Dungworth

An injunction granted by the [illegible] Court in West [illegible] the expulsion of the [illegible] branch of West German [illegible] *unions, the Gewerkschaft* [illegible] and *Wissenschaft* [illegible] would have severed the [illegible] links not only with the [illegible] tion but also with [illegible] Trade Union Federation [illegible] West German equivalent [illegible]

A confidential report [illegible] union's president-[illegible] ten estimated membership [illegible] the 5,000 *active members* [illegible] Berlin belonged to the [illegible] munist Party of Germany [illegible] similar extreme left-wing [illegible] Their attempts to use the [illegible] recruiting base [illegible] more moderate measure [illegible] between the spring and [illegible] summer of 1975.

To bring its West Berlin [illegible] into line with union [illegible] national executive [illegible] must accept the union [illegible] exclusion in place of its [illegible] statutes.

Berlin voting on accession [illegible] national constitution [illegible] to produce the required [illegible] Accordingly the national [illegible] decided to expel the [illegible] and to invite its 13,000 [illegible] join a new one which [illegible] the union's constitution [illegible] outset.

This course of action [illegible] blocked by the latest [illegible] GEW executive is now [illegible] the court motion [illegible] this could lead to a [illegible] battle.

ack leaders ess for segregation sus

WASHINGTON

Ford's administration last blocked a proposal by the ment of Health, Education lfare to take a census of of America's school systems mine their composition by and physical handicap, but reversed the decision after outrage *went round* civil roups which said the census in determining progress

Civil Rights Act of 1964 ly implied that a census be taken regularly to help rcement of laws against dis- nation. Last year was the first ch a census had not been and civil rights groups sus- the reason was political.

reason given for not taking his year was that HEW had taken on more reviews of il rights *complaints than* handle, but educationists that because of the long takes to process data, in- collected this autumn should be available until the of 1977, by which time the should be cleared.

rights leaders regard the ents as important because of reports that some schools be desegregated are resegregated. There have

Victim of this summer's anti busing demonstration in Boston.

also been charges that discrimination in desegregated schools has contributed to the high drop-out rates among minority pupils.

But the survey inevitably raises the spectre of more busing in people's minds, and this unpopular remedy is something President Ford has been promising to limit during the election campaign.

The question of resegregated schools is particularly sensitive. *resegregation can occur only be*cause large numbers of whites move away from the school districts or send their children to private schools. To *counteract it, new school catch*ment zones have to be drawn; or busing extended to the suburbs, where whites have gone, sometimes at great expense, to avoid sending their children to largely black schools.

Meanwhile, the whole question of sex discrimination is come up again with the Supreme Court agreeing to consider whether single-sex schools were allowable under the laws banning sex discrimination.

The ruling will make an important clarification to the rather confused issue of whether schools separated by sex are to be regarded, in the same way as those based on race, and therefore illegal. Congress said in 1974 that a dual school system was unconstitutional. The court must now decide whether Congress is right.

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ATOL 452B

Yellow for caution —and cynicism

Sir,—Once again, with the publication of parts of the *DES* Yellow Book (colour coding seems to have become an obsession of educational pamphleteers) progressive teachers are in danger of damaging their cause by their defensiveness. It is all too easy, as I have found to my own cost this past week, to be trapped into an automatic rejection of critical comment, whether hostile or sympathetic. To some extent the press and television encourage such a response by their naive dramatization of educational *debate*, but that is hardly a sufficient excuse.

In any case there is no need to be defensive. As far as the *DES* memorandum is concerned, a careful reading of the extracts printed in the *TES* suggests that there is much to accept, and even to welcome, in its analysis.

Thus the memorandum unambiguously declares its conviction that "in the hands of skilled teachers this child-centred approach can greatly advance the learning process for large numbers of children". Precisely. Yet "it can also have adverse consequences if not applied with adequate understanding and skill". True. However "there are signs that it is becoming more widely understood that the new approaches do demand rigour". Indeed they do, as some of us have been trying to insist all along.

In short "the challenge is to restore the rigour without damaging the very benefits of the child-centred developments". Just so, even if the word "restore" is a little unfair to the many teachers I know who never did abandon the rigour in their pursuit of the child-centred ideal.

If everyone concerned with teaching and learning—parents, children, teachers, administrators, research workers, politicians, employers—can be persuaded to discuss the future of our schools [illegible] much more inviting. Or rather, it might, if the actions matched the analysis. Unfortunately the remedies proposed in the memorandum itself are unlikely to advance the cause it has at heart.

I find it hard to believe that a greater measure of central intervention would help us as teachers to improve our understanding or our skill. The inspectorate itself is not especially noted for the depth or quality, the imagination or rigour, of its experience of teaching, certainly not of teaching in the child centred tradition. Nor have the many centralized curriculum projects developed over the past 16 years done much to *transform the quality* of teaching or learning, at least not outside the small circles of their pilot *schools*.

It would seem more fruitful, and more consistent with the best traditions of the schools themselves, to seek ways of enticing local groups of teachers and parents—and students too, especially older students—to explore for themselves the problems of contemporary education, including in particular that of how to make more rigorous, imaginative and thoroughgoing those new approaches which, for all their difficulty, can still, at their best, "greatly advance the learning process for large numbers of children".

Local authorities could encourage such groups, whether based on an individual school and neighbourhood or on a group of schools with similar problems and opportunities, by giving them access to available expertise—research workers, advisers, the DES itself—and by providing them with the all-important facilities of time, space and resources.

If any kind of national organization is needed it should be more of the style of the Advisory Centre for Education or the Confederation for the Advancement of State Education, than of the DES, a way of connecting local groups with each other rather than of offering to a department of government an "enhanced opportunity to exercise influence over curriculum and teaching methods".

It would be nice to imagine that one could argue this case in the assurance that the argument would lead to action. Yet one is forced in the end into cynicism. For who can seriously believe that either the Government or the Opposition, or even many of the local authorities, [illegible] the DES memorandum itself suggests, in unduly measured language, "desirable developments are being hampered or frustrated because money for them cannot be found, and the proposals for future action could be totally frustrated by further cuts in resources for education"?

There is something particularly repulsive about the political scramble to demonstrate a concern for quality and standards in education at a time when *rapidly diminishing* resources are already threatening both.

MICHAEL ARMSTRONG,
23 Woodland Avenue, Leicester.

Ill judged attack on teache

Sir,—The *DES memorandum* on the curriculum is an ill judged and misguided document. The sadness and anger that it will evoke in many teachers and, I think, parents will not spring from the fact of its having been leaked so much as from what it tells us about the state of educational thinking among those whose responsibility it is to advise and inform the Secretary of State for Education. Mrs Williams and the Prime Minister would be well advised to treat this document with the utmost caution and scepticism.

First, it is misguided in that it seeks to suggest that teachers exercise control over the curriculum and are not prepared to share this power with others. This is a gross and shameful misrepresentation. The control which teachers have over the curriculum is one of stewardship rather than ownership.

The aims and content of the curriculum have a broadly social and cultural derivation and the conventions of the curriculum are every bit as binding as those of the constitution. Does anyone imagine that English, maths and science enjoy a central place in the English secondary school curriculum because of anything the teachers say or want?

They are the conventional core of the curriculum because society in a wide range of guises regards them as being of importance. It is slanderous to suggest that they do not at present constitute a core and that the teachers are at fault for this. On what evidence are these assertions based?

The report is ill judged because it reads like a blatant bid for power by the DES, and in particular by the Inspectorate. In pursuit of this objective it appears to call into question the professional competence and reasonableness of teachers. This will go badly for the Inspectorate in its dealings with teachers in the future.

HMIs must appreciate that the *old elementary school tradition* is dead and so too are the attitudes of deference and automatic respect *which teachers once demonstrated* in their dealings with HMIs. An HMI today has to earn the respect *of teachers and this he does* principally by showing that he understands the teacher's situation and is conscious of his problems. Even as I write this I reflect on how many occasions I have seen HMIs acting in this spirit. Why, then, this clumsy self-vaunting and the denigration of teachers?

A few years ago I [illegible] preparing the School [illegible] report on the Whole Curriculum. I remember at the time [illegible] detractors were [illegible] for not having taken a more prescriptive line. It was [illegible] were saying "Here we are [illegible] to tell the teachers what [illegible] teach and all you did was [illegible] the controversial curriculum and the need for [illegible] between those who have [illegible] interest in the curriculum [illegible] this stuff about the [illegible] development of the [illegible] them what our children [illegible] learn."

I am as unimpressed [illegible] of argument as I was then [illegible] and the appearance of [illegible] memorandum confirms [illegible]. Surely it is now [illegible] *tion that if* curriculum [illegible] achieved in education [illegible] from partnership and [illegible] suasion. Certainly [illegible] value will be achieved [illegible] willing cooperation of [illegible] DES memorandum [illegible] ently acknowledges [illegible] consequence it lacks [illegible].

JOHN HIPKIN,
82 Chesterton Road,
Cambridge.

Reactions to the DES memorandum

Why the young are bored

[illegible] educational anxieties expressed in the Yellow Book and others put us under threat of a desperate reaction which can produce, on the part of young people, even more alienation than at present from school and the "hard" academic studies.

Of course young people need basic competence, but they also need to understand themselves, to relate to others, and to be aware of the sort of society they are growing up in. We cannot both give them the vote at 18 and leave them clueless about the world.

Fundamentally the problem in our schools is one of motivation. If young people seem bored with [illegible] it is because no one has helped them to relate competence in literacy and numeracy to *their own* aspirations. If the "A" level students turn from the hard sciences, perhaps it is because these are taught too avidly—without sufficient personal and social relevance. A compulsory question or two in the "A" level science papers on the social application of science and on the lives and work of great scientists could swing the science syllabuses into line with the social concern of modern young people.

What education needs most of all at present is an intelligent examination of why young people are poorly motivated in areas in which we would like them to be applying themselves. The content of the curriculum, methods of teaching it and the structure of the schools as learning communities are all up for careful reexamination. The great risk of the current reaction is that it will grossly underestimate the nature of the problems facing us.

JAMES HEMMING,
31 Broom Water,
Teddington, Middlesex.

Unfair to make us society's scapegoats

Sir,—[illegible] spending nearly 40 years age and am now in my twenties second year of headship. During this time I have seen Her Majesty's *Inspectors* and [illegible] Inspectors (later advisers), spreading their wonderful ideas of freedom in education at all levels, an end to marking, less [illegible] teachers who have tried [illegible] while trying out new [illegible] education is paid for [illegible] the public purse and that we, [illegible] employers, have a duty to [illegible] any level of training that under [illegible] pressures in work [illegible] a profession, have a duty to [illegible] During all this time I have tried [illegible] these methods, and found where [illegible] they can succeed and where they [illegible] cannot. In your edited extracts [illegible] from the Yellow Book the reasons [illegible] for the good work of [illegible] world are [illegible] these [illegible] standards [illegible] these [illegible] [illegible] Rd and [illegible] [illegible] [illegible]

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White is what the washers want

Sir,—When we moved here a little more than a year ago it cost us more than £160 to kit two of our children out in uniform for their new schools, so I do not believe that schools which ask parents to cooperate with the school in sending their children to school in uniform can afford to ignore parents' views on the subject. However, I fear that Mrs Jackson (October 8) is barking up so many wrong trees that those in authority cannot be expected to take her seriously.

I am the father of three children and as my wife is a nurse and regularly works weekends and evenings I usually do the washing.

At my younger son's secondary school the boys wear white kit for physical education, whether because the teachers consider white to symbolise the purity of virgin souls I neither know nor care. From a parent's point of view, however, white is, far from being impractical, the ideal colour.

First, the demand for white is such that it is readily available in most shops in a range of sizes prices and qualities. The alternative to white would be other colours specified by the school—or is Mrs Jackson objecting to the school specifying colour of physical education kit at all? — and such coloured kit would normally be available only through the official school outfitters in the sizes, qualities and price ranges which they choose.

Second, whatever Mrs Jackson may say, white kit washes up far better and after several weekly washings looks far better than coloured kit, while I would rather wash white cotton socks, shorts and singlets for three children together than navy socks, emerald shorts and red singlets of various materials separately. (My children do, of course, clean their own boots and shoes.)

Mrs Jackson is living in a dream world if she believes that boys' attitudes to their parents or their clothes are in any way formed or modified by being required to splash through muddy puddles once a week in white socks—or socks of any other colour for that matter. If children are getting the wrong attitudes to clothes and their mums blame not the school but advertisers of washing machines soap powders. The mother does not tell him to go out to play in clothes and comes back fifteen seconds later, even if he does three times a day, is less influential than a secondary physical education teacher.

The vast majority of primary children attending school in the children are encouraged out smartly for games and to cooperate by washing children's kit and regard it as necessary and important part of responsibilities to their class their schools. What I do unreasonable is the attitude very limited number of who hold an hour-long practice one evening and stop the boys to bring clean kit following day. My children if they bring dirty kit and have never been reto so doing.

BARRY GRAY,
106 Lonsdale Drive,
Rainham, Kent.

Dark danger of unlit afternoons

Sir,—The time will soon be with us when schoolchildren will be going home in the hours of darkness. Although few local authorities have introduced public lighting cuts in the hope of saving money, some have done so, and I believe that the true costs of such so-called economies as they affect schoolchildren should be more widely known.

Setting aside the mechanical costs of switch-offs and switch-ons, which alone wipe out any savings on power, the social costs in terms of crime and accident increases are considerable. It is almost impossible to put a price on the pain and misery caused by an accident, especially one involving a child, yet quite recently the necessary authority had been given by a scheme made by the Charity Commissioners. At the same time it was realised that this would take a long time, since is required parliamentary legislation to alter the scheme. It was agreed, therefore, that there should be cooperation between institutions concerned, based on an advisory governing council and an academic board and that there would be no objection to a part-time chairman being appointed. That is, in fact, what Mr. Williams has been appointed to do. In this role, he will, of course, carry out some of the functions which a director would have done, but obviously The composition of the council and the academic not been made generally in fact this has been done.

I should like to quote letter from the Charity Commissioners which states that: "The of the church training not transfer or delegate body any of its functions at its disposal any or other assets of the authorised to do so made by the commissioners is not to say, however council may not cooperate other body in a manner of mutual benefit to both and other educational ments."

The meaning of these is far reaching and one quote examples like the boards of the two colleges being to be legally responsible for the curriculum ment of their own students that they may seek validation any courses they may wish to set up either individually or joint working. It also the method of financing the continues to be direct.

JOHN HEATON,
1 Rosehill Gardens,
New Barn Lane,
Cheltenham.

Key role in HE institute ro

Sir,—In the complex situation in North Gloucestershire, so clearly set out by Bert Lodge in the TES (October 1)—and I do not suppose he had much time in which to do it—I noted that there was not much written that was definitive about the role of the Charity Commissioners who are key persons so far as the voluntary colleges are concerned. I say this because contributors to the Church of England colleges of education at Cheltenham Trust, of which I am one, look to them to monitor the way in which the Trust is administered.

What should be said about the Charity Commissioners is that, in the spring of this year, they decided that the colleges could not be members of, or participate in, any institute until the necessary authority had been given by a scheme made by the Charity Commissioners. At the same time it was realised that this would take a long time, since is required parliamentary legislation to alter the scheme. It was agreed, therefore, that there should be cooperation between institutions concerned, based on an advisory governing council and an academic board and that there would be no objection to a part-time chairman being appointed. That is, in fact, what Mr. Williams has been appointed to do. In this role, he will, of course, carry out some of

Parity problem

Sir,—We feel that we must endorse most emphatically the opinions expressed in the review of the 1975 CILT papers by Gluzer H. E. Loman (TES Extra, October 8).

As German enjoys equal status with French, the changeover to comprehensive education has not been to the detriment of German in Billericay School but this position is not facilitated by the attitude of the external examination board. Results within the school would indicate that the latter has failed to achieve a parity of standards between German and French at O and A levels, as candidates with apparently equal knowledge invariably achieve higher French grades.

[illegible] are lament. [illegible] of the second language in comprehensive schools it is paradoxical that "the boat out to sea to fell the nets" for O and A level papers with increase in difficulty".

An answer to our problem board replies that, "every made to ensure that all papers are examined in papers of difficulty" and that "the agree that there is any real uniformity of standard in modern language papers at level".

As this does not [illegible] with our opinion [illegible] Loman it would be [illegible] hear other schools [illegible] views on this matter.

S. D. COLLIER,
Head of German,
Billericay School,
Essex.

Multi-faith

Sir,—Paul Turton's article (October 8) referred to a new experimental series we are proposing to broadcast in addition to "A service for schools". This will not be next year, as he mentioned, but in the spring term 1978. It is a five-minute junior assembly series for children aged eight to 12, which will contain [illegible] This multi-faith spectrum of material will aim to meet the needs of assemblies in multi-faith areas where a high proportion of immigrant children makes the sole diet of Christian worship inappropriate. It will be suitable for use in either a large assembly or smaller class groups, and will, it is hoped, stimulate reflection, inspiration, enjoyment and interest for follow-up in discussion, writing or drama.

GEOFFREY MARSHALL-TAYLOR,
School Broadcasting,
BBC Radio.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be typed, or else written on the paper only. The editor reserves the right to cut or amend them if necessary.

Sanctity of free periods

Sir,—I have recently had seven days off school owing to illness, so 48 colleagues have lost free periods on my account. Because of the exigencies of the timetable, in fact, several staff may have lost more than one.

Clearly the morale and efficiency of teachers suffers considerably from the demands of the system that requires us to take on the work of teachers who are ill.

Teachers in Europe and America are assured of their free periods by the terms of their contracts, and this, the pool for supplement whenever they are ill. Not only are their colleagues safeguarded from disruption of their work but, equally important, continuity of teaching is assured.

I am not in favour of action on this matter, I should change the terms of ment, not flout them. I do, however, that we should put much pressure to bear on our by writing to our unions or ing for both comment and This is one reform that could prove [illegible] teachers immeasurably. The morale and the gain in efficiency should be sufficient reason, but at present it would give employment and financial training to some of the [illegible] of qualified teachers.

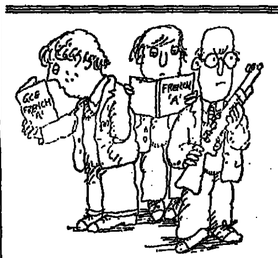
DOREEN GOODMAN,
42 Whittingham Road,
Mapperley, Nottingham.

Teaching 'core' subjects	Language development	Books: literature; education; psychology; drama textbooks	Resources: biology; design; reading	Talkback: child care
19/21	22	23/27	28/29	33

With the idea of a common curriculum again in the news, we publish feature articles which take a critical look at the teaching of three 'core' subjects—foreign languages, English and mathematics

Language deprivation

Michael Buckby argues that foreign language teaching may disappear altogether from schools if drastic changes are not made to content and methods



'Why are people surprised that the sixth-form linguist is likely soon to be added to the list of endangered species?'

Will foreign languages still be taught in our secondary schools by AD 2000? It is increasingly difficult to find anyone willing to give a confidently affirmative answer to this question. There are signs that, in a period of limited resources, the pressures on teachers of foreign languages to justify the financial and human costs of maintaining their present position in schools will be increased. This is not new, but previous attempts to argue the case for foreign languages hardly seem to have convinced the language teachers themselves, let alone others less sympathetic.

It is frequently claimed, and may well be true, that foreign language teaching is in no worse a state than the teaching of other subjects. It is nevertheless foreign languages which are being increasingly called upon to justify themselves, and the case for them does not have to be as weak and negative as: "We're no worse than the other subjects". There are arguments which are much more impressive.

Language teaching can convincingly justify its presence in schools if it can be shown to satisfy two criteria. First, those who follow a course should learn to use the foreign language. They (and not just a small minority of them) must acquire a genuine tool which they can use to improve their learning, work and leisure. Second, the process of learning a foreign language must be shown to make a real contribution to the general education of the learners. It should, for example, help them to have a better understanding of themselves, other people and the world around them, to grow in self-confidence and respect, and to be better equipped to make decisions.

The simple and apparently banal statement of these two essentials represents, in reality, a time-bomb placed under foreign language teaching which could soon explode and send the whole edifice crashing to the ground. It is extremely doubtful whether either of these criteria is met in the majority of schools. It is only by facing this failure, and making a serious effort to reverse it, that foreign languages can, or should, survive. Why is it then that most children fail to acquire a minimum working knowledge of a foreign language, and that the process is, frequently, non-educational and even anti-educational?

One of the most obvious reasons is that the schools have changed dramatically, whereas teaching has changed hardly at all. Secondary schools have become more democratic, and this has led to the introduction of a foreign language to the whole ability range. This should have revolutionized the content and methods of the teaching. In reality, neither content nor method has changed significantly, for 50 years or more.

The linguistic content, for example, is very much as it has always been. The same structures and the same vocabulary as of old reappear in the new course books and the new examinations. There have been a number of additions, perhaps, but hardly anything has been dropped. The same trend can be seen in the skill areas. Higher standards are now expected in listening and speaking, but pupils are still expected to read and write as well as before.

As secondary schools have become increasingly democratic, foreign language teaching has tended to become more and more elitist. Because the self-imposed objectives are so demanding, language teachers commonly teach as if the devil himself were behind them; pushing them on, faster and faster, to cover the syllabus. The result is that most of the pupils start to fail very early on and continue to fail. Small wonder, then, that most pupils drop the foreign language as soon as they can. Small wonder too that only an elite continue with it until 16. Given this, why are people so surprised that the sixth-form linguist is likely soon to be added to the list of endangered species?

The first step towards salvation for foreign languages would be to reduce very considerably the content of the courses and, of course, of the examinations. Drastic surgery is called for.

Before voices are raised in protest about lowering standards, let us remember the experienced language teacher and examiner who recently declared that "an O level in a foreign language is a certificate of near incompetence, and a CSE is a certificate of real incompetence". Those who have examined at CSE or GCE will acknowledge that, with a few exceptions, there is a lot of truth in this. The average level reached by even the minority who take a public examination is extremely low. Most candidates have half learnt and largely forgotten what is on the syllabus, with the result that they have not really mastered anything, can understand little, and produce less.

Reducing substantially this undigestible mass would help to raise standards significantly. Pupils would perform much better if they really learnt a smaller amount of useful language, particularly if the linguistic knowledge expected at the end of a course were defined in detail for pupils and teachers.

To be successful, however, this process would not have to be purely negative. What is needed is a complete rebuilding, and nothing would be allowed into this new structure unless it satisfied three criteria: everything in it would have to be useful in real-life terms, attainable, and educationally valid for most of our school population. I suspect that what emerged would be almost unrecognisable by comparison with what currently exists. It would certainly be very different from what is taught (but rarely learnt) now. Anything less, however, would be an injustice to our pupils.

Writing, as an examination objective, might well disappear, at least in the form it now takes. It is difficult to see how it is either useful or educational to write a story of not fewer than 120 words and not more than 150 words, based on six pictures which most 16-year-olds would have failed if, possible, to write about in English at the age of 10. Moreover, despite the large proportion of time spent on writing in most classes, the level achieved is generally extremely low. Writing in the foreign language meets none of the three criteria mentioned above, and it is not easy to see how it could be otherwise.

On the other hand, listening, reading and speaking can meet all those criteria. They are seen to be useful for work, leisure and for more advanced language learning. There is ample evidence that a wide range of pupils could achieve real success in these areas, and that if more time were spent developing these skills instead of writing, pupils could reach a level of listening and reading in the foreign language similar to their level in English. The foreign language could then make a contribution to general education, becoming a means whereby pupils can

continued overleaf

continued from previous page

view the world through the eyes of another culture and gain new ideas, information, insights and attitudes.

Fundamentally, methods have probably changed even less than content. In many classes, these traditional methods are now accompanied by "son et lumière", but little else has changed. Foreign language teaching remains almost everywhere the structural and cumulative business it was 50 years and more ago.

A learner can only succeed by mastering one abstract notion after another, each one presented in the context of all that has gone before; so that not only must all be mastered, but all must be remembered. Few pupils are capable of doing either of these things successfully, and very few can do both. It is sometimes argued that a language can only be learnt in this cumulative way, but this is difficult to support, as no alternative has yet been seriously tested. If true, it appears to be a death penalty for foreign languages, as the cumulative approach has shown itself incapable of meeting the needs of the majority of pupils in comprehensive schools.

One promising alternative still in the early stages of development is what is sometimes called the modular approach. This allows the teacher to present a number of independent learning units, or modules, without following any set pattern or order. The point of each module can also be presented in concrete terms, which the pupils both understand and accept.

A module of teaching and learning activities may, for example, be built up with the purpose of equipping the pupils to ask the way and to give, and understand, directions. This module would be entirely self-contained and would not rely on the pupils having remembered anything from their work on previous modules. Everything the pupils needed to be able to ask the way and to give, and understand, directions would have to be introduced and practised within the module.

[illegible] much of the language needed may have been found that the pupils can manage some language from earlier work. The teacher and pupils would take advantage of this. If, however, the pupils had forgotten this language, or were unable to apply it easily to the new situation, they could still succeed with this module. This is the crucial point: at every stage of the course, the pupils can enjoy success.

With this highly flexible approach, learners could go as far and as fast as their abilities and interests permitted. To be truly effective, however, it would probably have to be combined with a radical change in the system of examining. The Audio-Visual Language Association is one of the professional bodies which have been trying to persuade the Schools Council to move away from linking certification with age—the 16-plus—and towards awarding certificates according to achievement levels.

This implies a series of unit-credit examinations rather like those used in music, ballet and judo. Each level has a defined syllabus, and each learner can go from one level to the next at his own speed. A combination of a modular approach to teaching and a unit-credit system of examining should be able to meet the needs of all learners.

Although I believe that the suggestions made above point in the right direction, I make no claims that they add up to a complete solution for all the problems [illegible] On the other hand, the easy return to chalk and talk seems to me the solution is most unlikely to be tolerated in secondary schools, even if language teachers wanted it.

I am completely convinced that foreign language teaching can meet the two criteria we started with, that languages can be successfully learnt in school, in ways which are educationally enriching and that this is an activity which should be part of every school's curriculum. How much long overdue change will be needed, how drastic or subtle, and how she necessary changes quickly enough [illegible]

Michael Buckby teaches at the Languages Teaching Centre, University of York.

Playfulness is terrific

Edward Blishen suggests that too much English teaching ignores children's feeling for language

Sometimes it seems to me that one great resource we do not exploit as much as we might in English teaching is the resource of language itself. Does that seem absurd? Consider words as children's playthings. If we listen to children, anywhere, what we hear is language being used as an instrument of playfulness much like a ball or any toy.

It is often very constructive, very functional playfulness. I remember a son of mine out in his pushchair after dark: the moon was new. "Ah", he murmured. "Poor broken moon". He created for himself a little incantation to keep at bay annual phenomena that were marvellous but perhaps a little too marvellous. "Don't 'urt you, Father Christmas. Don't 'urt you, Barnet fair." The first of these splendid menaces explains itself—except that I might have to add that my small son was specially worried about anything that used a chimney as a highway: this after an occasion when a blackbird was trapped in our own chimney, Victorian in its capaciousness. Barnet fair was our local festival and much looked forward to even from the pushchair, but it was also a source of vivid light, of bewildering bustle mixed up with amplified music.

[illegible] anywhere. I do this [illegible] "Wally, Wally", said a boy in my compartment the other day. "And old Dilly-Dally", said his companion. It was an interval in their breathlessly casual attempts to do six simple equations between Wood Green and New Southgate. As an old teacher, I blushed for Wally and Dilly and remembered how my own eyebrows, which began to grow upwards at about the time I began to teach, earned me the title of Old Horns. That was in a tattered corner of London where the children were widely held to have no interest at all in language.

I remember building a lesson or two on the device, when I was given the opportunity by an over-loud reference to myself as boys poured into my room. "All right—what about Brian Bayford?" Brian Bayford had marvellous ears, of which he was diffidently proud: they were so large that it looked as if his face might at any moment take off. "Jet face" was proclaimed the best, the judge being a furious and deeply gratified Brian. (One could only do this exercise, I have to say, where the teacher had been the prime victim: and where one could be sure of distinguishing between what would amuse and what would hurt.)

These may seem trivialities, pointing nowhere but to the general human habit of talking nonsense. But nonsense is a term I would like to cling to and make something of. Behind much oral nonsense, much playing with words or the idea of words, lies just the aspect of our feeling for language that I believe we tend to neglect in teaching: an aspect that, I would argue, is a very serious constituent of attitudes to language.

The fact is, as I think any writer with some gift would agree, that being at ease with language rests on what might be called its musical quality. Good writing simply makes a kind of music. Out of all the ways of saying anything, out of all the words with which it might be said, good writers choose words and constructions that not only contain the music they intend, but form some sort of [illegible] That is what readability is. And the [illegible] exercise here, or the lifetime of exercise that lie behind the writer's practice, the exercise in what I have called playfulness, or nonsense.

Listen, again, to children [illegible] unfamiliar, solemn-sounding (or serious) adult phrase catches their [illegible] tion for the first time. How (often) fall upon it, mischievously, and so to speak, up the flagpole of frivolity. This is nonsense: it [illegible] maddening nonsense (you are driving car, they are in the back seat, it [illegible] journey): but it is, I suggest, very [illegible] cant nonsense, and a pointer to [illegible] might do in the classroom, [illegible] don't.

My point is that we are, in our [illegible] to the teaching of English, much [illegible] clined to be wholly serious and [illegible] when it might be better for us [illegible] partly lighthearted, and even a little [illegible] In our dread of being merely [illegible] that is our dread), or of favouring [illegible] or manner at the expense of [illegible] simply because we have lost [illegible] our childish apprehension of the [illegible] pliability of any words [illegible] make insufficient allowance [illegible] human need of verbal play.

I remember, again in the [illegible] London, the practice I started [illegible] an occasional passage (but [illegible] boys too who did the reading) [illegible] book that was guaranteed to [illegible] sense of the exhilarating [illegible] words. Ugly, plain, homely, gross, [illegible] gaunt, boautless, unsightly, ill-looking, rude, rough, rugged, home-spun, [illegible] rawboned, haggard, scraggy. Or [illegible] (favourite passage): To smile, [illegible] smirk, grin, mock, laugh, giggle, [illegible] snigger, crow, smicker, chuckle, cackle.

The ultimate fallacy

Mervyn Benford claims that both the old and the new mathematics are only superficially relevant to the development of true mathematical ability

Modern mathematics, as the successor to the arithmetic of the three Rs, has been around for some time now, though there [illegible]

[illegible] the curriculum may have been updated, many teaching methods remain unaltered. Children may be more individually programmed, but on essentially the old traditional diet.

Certainly it [illegible] schools have achieved [illegible] worse by the challenge of [illegible] the nature and scope of primary mathematics. But whether it is the emphasis and level of organisation which has made a mess out and the willingness to invest precious capitation in the flood of new and exotic [illegible] practical apparatus, rather than any revaluation of the nature and place of mathematics in the primary school, it is hard to say. Few seem yet to have asked the fundamental question: what exactly was wrong with the old mathematics?

As so many areas change, but recur [illegible] through genuine professional rumblings of discontent. The scope for experiment as the prelude to change is great. Teachers genuinely anxious about the increasingly anachronistic flavour of old mathematics rightly sought a substitute more relevant to our place in time. But [illegible] seemed to search deeply enough for the causes of the ailment and, merely detecting the symptoms, applied a proprietary cure. They dressed the disease in new colours: mathematics was rejuvenated; it became more colourful, more exciting, it probed new dimensions of [illegible]

The Bullock Report has [illegible] nothing in [illegible] primary [illegible] any lessening of [illegible] would suggest teachers [illegible] about the impact of [illegible] approach to mathematics.

Just as it was found that [illegible] serious deficiencies in the [illegible] teachers to teach the [illegible] ing, so most teachers [illegible] equipped to present [illegible] and it has suffered accordingly. [illegible] meters frighten teachers more than [illegible] dren—especially women [illegible] are more at work in primary [illegible] schools than men.

The preponderance of [illegible] teachers reading remedial [illegible] is a first and obvious [illegible] problem. The collapse of [illegible] science in mathematics [illegible] at 12 or 13, notably [illegible] begins to become difficult, [illegible] begins to combine a truly [illegible] character and require true mathematical faculties. Many may have managed to hold their own in primary mathematics, perhaps by great assiduity and willingness to conform. At secondary school some may have managed to retain a sufficient grasp of basic notation and simpler concepts of algebra and geometry to obtain an O level pass.

But such distinction, or its CSE equivalent, is not too common among [illegible] teachers in primary schools. The majority fell by the wayside, and mathematics became a rather terrifying ordeal in their secondary years. Even at primary school few found it easy. From the start boys seem to deploy a far greater talent for the subject. When parents visit an open days it is their daughters' mathematics that gives them most anxiety, and it is mum who confesses to having hated mathematics at school, or at best to have been parsimoniously bemused by it.

In analyzing this difference I believe we have a clue to why both old and new mathematics are only superficially relevant to the development of true mathematical ability. Traditionalists pursued a narrow path and outlook. Modernists assert the divergent nature of mathematical activity, but neglect the divergent faculties of mathematical faculties. The nature of mathematical children learn vectors much as they learned long division.

The mathematician analyses, rationalizes, hypothesizes, evaluates, selects, compares and discriminates. He is constantly making judgments and drawing conclusions. He understands the nature of numbers as well as how to operate them. He sees relationships, sequences and those immutable features of the subject that make it at once so fascinating. He can properly absorb, indeed relish, such abstract devices as negative numbers and logarithms. The mental processes he needs to deploy must be acute and he must deploy them with conviction. Mathematics is a world of unity or certainties.

No human intellectual capacities were designed for differential deployment between the sexes. It is years of ingrained cultural behaviour that produces the bias we see, for example, in mathematical aptitude among children today.

Boys from an early age indulge more in those behaviours that require the mathematical skills cited above. When they jump a ditch, or throw a stone, or climb a tree, they are in a world of constant and sophisticated analyses and judgments, undertaken almost unconsciously. This excellent experience is compounded by association with the male oriented world of dad and the car, or the garden, or putting up a shelf in the kitchen, or mending a fuse.

Girls tend to have quite different experiences. Theirs is a world in which language is strong. They are closer to adult language through their greater proximity to home. They indulge themselves in fantasy, in dramatic play with their dolls, in quiet moments with their books. There are some moments of decision and so on. But over five years a considerable differential has opened out. They in their turn tend to arrive in school with far greater verbal maturity.

One could develop the argument further, not least the parallels with science. But the basic pattern is one that neither traditional nor modern mathematics particularly prescribe for, except insofar as the informal classroom may restore to [illegible] environment closer to that of natural play. If schools are to redress the balance they need to work on the homes. They need to encourage school activities which provide greater scope for and which promote greater insight, analysis and judgment. Often the most formative mathematical behaviours are random and spontaneous, and classrooms should provide such opportunity. Numeracy, computation, tangrams and number bases will have their place, but with lower priority, much as Henry VIII gives way more and more to Hitler in historical priorities. We must divest the system of those blatantly divisive doctrines such as Newsom promoted, with the male oriented world of dad and the car, or the garden, or putting up a shelf in the kitchen, or mending a fuse.

Girls tend to have quite different experiences. Theirs is a world in which language is strong. They are closer to adult language through their greater

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'We are much too inclined to be wholly serious and sensible, when it might be better to be partly light-hearted, and even a little silly'

Roget's Thesaurus, I believe, should be at every English teacher's elbow. How such a passage as that would lead us to verbal invention. Why not gicker, snitter, smuckle? How, in discussions of the earlier set, we would try out each word, hold it up against ourselves, so to speak, wondering it it would be less awful to be called plain than to be called homely, more wounding to call someone rude than to call him rough.

It is more quite unabashed fooling with words and phrases, with the wickedly lively material, that we need in the English classroom. We need to develop our sense of that basic music of language—the way in which the sounds it makes help us towards the confident expression of meanings. To use language happily requires so much more of us than a mechanical and functional knowledge of language. We have to be, and in some respects *gleefully*, at home with it.

So I think an ingredient of English teaching, carefully not thought of with ponderous formality, ought to be the practice, a constant thread in the work done, of pure fooling with words. I don't mean to suggest another division within the approach to language in the classroom, analogous to the disastrous distinction that is made between creative and other sorts of writing. Nothing is gained by that division except the false impression that writing falls into large, distinct blocks of the pleasurable and the laborious, or the lively and the limp.

It would be awful if English teaching were divided into the sensible and the silly. It is awful that it does get divided in so many harmful and misleading ways—into punctuation and some kind of grammar and writing and speaking and literature and (quite another matter) reading . . . and so on. In our teaching, we are so given to the making of destructive divisions.

What I have in mind is the practice, 10 minutes here, five minutes there, of exercises which are concerned solely with verbal play. So, perhaps, we get a running interest in creating our own language. Class 4A is setting up a language of its own. Any ideas today (we have five minutes to spare for it) for words relating to sport . . . or cooking, or carpentry? Five minutes mad work in alliteration, or onomatopoeia. Let us compose compelling slogans for incredible causes. This morning, let's see who can produce the most amazing couplet. Let us now splash in words, jump into words as into a pool, or the sea. Verbal surf riding. Let us (another running activity) listen for striking phrases—at home, in the street, and build up, simply, a phrase-book of the overheard. Five minutes of puns. Let us (given that we have the not impossible luxury of a Shorter Oxford) plunder the dictionary for words that have become obsolete, but whose expiry we regret. (We become verbal resurrectionists.) Let us invent nicknames—or, simply, names. (Every English teacher should have Beachcomber at their elbow).

I believe (on the basis of experience, not theory) that such activity may do more than give our children essential practice in verbal music. It may also free them from thin notions of vocabulary. It may rescue English from seeming—as to many children it does seem—a grey process of learning to be correct and proper. It may make supple their verbal muscles. And certainly it may prevent the mother tongue from falling, as now it so widely falls, into two antagonistic modes: the dully public, the privately lively.

'Boys from an early age indulge more than girls in those behaviours that require mathematical skills'

How many strawberries grow in the sea?

Margaret Spencer on language in early childhood

Listening to Children Talking. By Joan Tough.
Ward Lock Educational £3.00. 7062 3507 X. £1.65. 3506 1.

The most promising move in educational research is the growth of collaborative exploration by teachers and those responsible for what is still called "in-service training". The natural scepticism of busy teachers about those who raid their classrooms for data concerning children and then disappear into their academic towers, only to emerge months later with an unreadable volume of dubious relevance, is giving way to joint and fruitful examination of topics of common concern. The success of working parties in the project concerned with "Writing across the Curriculum" (reviewed in the *TES*, June 25) is an example of a newer type of Schools Council undertaking, and the current proposals by the London Institute of Education English department for a descriptive account of the language-linked difficulties of city children have teacher-participation as their basic premise.

The Schools Council's Project on Communication Skills in Early Childhood has involved 1,500 nursery and infant teachers working in 90 groups in England and Wales between 1973 and 1975 under the guidance of the project director, Dr Joan Tough, and her colleagues at the University of Leeds. That a number of teachers found the work interesting, while participation in one of the groups has been a privilege eagerly sought by advisers and wardens of teachers' centres as well as classroom teachers. The project's first publication, *Listening to Children Talking—a guide to the appraisal of children's use of language* has now appeared, and the second volume—*Talking and Learning: a guide to fostering communication skills in nursery and infant schools*—is in preparation.

The Bullock report used the findings of Dr Tough's earlier study, *Focus on Meaning*, to confirm the impression that children from "educating homes" seem to develop an extensive range of language use denied to children with fewer home advantages, and concluded that "there is an indisputable gap between the language some families provide and the linguistic demands of school education". Dr Tough's research is in this gap. At once it raises the two vexed questions of "deficit", the notion of a child with something lacking in his language which the school is then supposed to make good, and "intervention", the role of the teacher in a developmental process.

Dr Tough is at pains to separate her work from the experimental programmes of the developers of language kits (Peabody et al) and the talk reformers who assume that language is a set of skills to be established by practice and extended by drills. The failure of these efforts to produce transferable linguistic competence is now well known. But the efforts of teachers in the first schools seem to Dr Tough to have been too passive at a time when children are highly motivated to use their language for learning. She is keen to provide a framework for teachers to observe the uses of talk which enable this development to proceed.

Her language categories were first set out in *Focus on Meaning* (1973). The research project which produced them derived from the early work of Basil Bernstein. Dr Tough is still persuaded that "the educationally advantaged have environment-promoted *insights into the nature of learning*". The others "had met insufficient experience of language used in certain ways so that they were unfamiliar with some of the ways of thinking, and therefore were not disposed to adopt these ways of thinking". If this is not the strong form of the deficit theory, it is very closely linked to it in its fundamental determinism.

Fully to engage in a research enterprise as far-reaching as this, teachers should be encouraged to question such assumptions and to examine the model making. In doing so they would become aware of a wider range of theoretical studies already available to them. The bibliography is lamentably scarce. Halliday's work, for example, is not referred to directly in its latest form (1975), but only through Andrew Wilkinson's *The Foundations of Language* (1971).

Dr Tough is persuaded that "*the curriculum at different stages of education can be analysed in terms of the kind of thinking upon which subject studies are based*" (my italics). The teacher is offered no ground for believing this, and I doubt if there exists any general agreement about it despite the attempts of philosophers, psychologists, and education experts to suggest that it might be so. The idea that children learn "appropriate skills" early and use them as they move up the school is a deterministic view of development which Dr Tough's own research seems to refute. Nor is the teacher's intervention. Again, this cannot be assumed. We are still very unsure in this area, and we cheat ourselves if we think that, for all the advances of the past decade, we know enough about the development of language use to be sure that we can promote precisely those "uses of language that are relevant to the task of learning".

Instead, Piaget's collaborator, Madame Sinclair de Zwart, showed that this could not be done with any certainty. If the "advantaged child" gains his language experience in his home, it is the interaction with parents that is interesting. Dr Tough is assuming that the teacher's offering of language experience is, without question, of this rich variety. Dr Barbara Tizard (in an article from Bulletin of Education (Volume 10, number one, 1976) is more sceptical:

> Records . . . of teacher-child dialogues show that the "tutorial" conversation of teachers tends to provoke monosyllabic replies, or no response at all from the child, and that dialogues in the nursery school seem to be teacher, rather than child-initiated.

The video tapes of Dr Tough's work confirm the impression of teacher dominance.

The reader is also expected to accept Dr Tough's version of the still-evolving discussion on the relationship of language and thought. The summary of the work of Vigotsky, Piaget and Luria does scant justice to their views. Bruner does not appear in the bibliography, but even his advocacy of questioning techniques does not convince that the use of language promotes learning. Nowhere is it made clear that the reverse is also true: that the one defines and develops the other, notably when the child is the initiator of the enquiry.

Fundamental to Dr Tough's argument is her understanding of "communication" as "the intention to pass some information to another and the readiness to receive the intended message". The definition is clear. What is not made clear is the full range of a young child's communicative competence and the varieties of the context of situation in which even the youngest find themselves. Communication is only one category of language use, of which Dr Tough's model allows us sub-categories. Communicative competences include ways of talking to parents, teachers and friends, given different situations or contexts.

Where the child's attention shifts from what is being said to language itself, something besides communication takes place. The young child's language is full of "play turveys" of the kind that Chukovsky or the Opies report. Language defines reality symbolically, and each child's picture of the world carries his pattern of meaning by which understanding will grow. There is no place in Dr Tough's scheme for:

> The man in the wilderness said as I How many strawberries grow in the sea? But in the development of hypothetical reasoning this seems to be an early question of the "what if" proposition.

The crucial problem for me is that the whole study is about language, not what language is *about*—the child's experience, for example. What children say is less important here than how they say it. The teacher is a judge of form rather than someone who is in context of lively enterprise. There is implied intervention at each stage, but no idea that the creating and the exploring of common concerns encourage a child to make language choices.

There is the shared experience of the special picture books, of course. The provision of incidental material is a feature of good research but, despite Dr Tough's reassurance, I deplore the idea that these crude line drawings should be offered to children. Many children are given real books, real pictures, long before they come to school, and the prevalence and quality of those initiates the looker-listener into the pleasures of storytelling. If the child is to respond to images, to empathize with characters, to relate events to each other and sometimes events as they unfold, he must have real stories which offer him the opportunity to bond with the author whose audience he is.

Dr Tough assumes that we know, that children see when they look at pictures in a way that she would see: dream, of making assumptions about what they hear, when they are spoken to. It is high time we faced our ignorance about children's iconic patterning and realized that meaning is not always brought to an image or sentence as derived from it. Those who are offered these pictures as an integral part of their learning will have to inquire into the theoretical assumptions for the activity they are asked to undertake.

This is one consumer's report of a book for which I have great importance. At all stages I am impressed by Dr Tough's concern that young children should benefit from their teachers' best efforts on their behalf. But I am depressed by the imposition on teachers of a series of actions which, not indeed them into the questions at the heart of the study of the relationship of language to learning. They are still recipe lackeys. We cannot assume that we know as much as we should about this significant topic, but teachers must be entrusted with other sources of scholarship, to free themselves from the dominance of limited research in order to emerge into new fields of collaborative enterprise. There is, for example, Barry Cosin's Council Report by Gordon Rosen (*The Language of Primary School Children*, Penguin 1973) which would make a good starting-point:

> Children have available much more linguistic competence than usually finds its way into their speech. We need to create those situations which exert the greatest pressure on them to use their latent resources to the full . . . *provide those experiences which urge them towards the widest range of language use.*

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Cinderfella and Fairy Godfather

Peggy Heeks on sexism in literature

Sexism has succeeded racism which succeeded the Blyton bogy as an issue which persuades editors to unleash that lovely space and gets reviewers sweating as they enter the Catch 22 trap in which any verdict is hard to reach and no verdict appears satisfactory. Judgment of the artifacts not only leads one into the complex question of the function of literature but is seen as judgment of the cause itself.

The cause has, in fact, broadened its terms of reference. Sexism, defined originally as prejudice against the female sex, now encompasses all gender stereotyping. While some anti-sexists believe that "the struggle against women's exploitation and oppression constitutes one of the most dynamic and conscious movements in the world today" there is a trend towards seeing women's liberation as part of a larger movement which asks both men and women to question their accepted roles in society and seeks a greater freedom for all individuals. It is a cause timely, hard to oppose, and exhilarating in its prospect of new, more responsible, more flexible life styles. The means to further the cause are the usual ones of formation of groups, holding of meetings, issuing of publications, and it is three of these latter which are here under review.

The Gender Trap by Carol Adams and Rae Laurikietis (Virago £2.95 and £1.25) is a three-volume course book about "the sex roles imposed on girls and boys". Volume one looks at education and work, volume two love, marriage, the family, volume three the language and images of the mass media. The delivery is brisk and ostensibly logical, although marred by some contradiction, and inconsistencies. Both acceptance of the record of the past, and of the norm of the present comes hard for women's liberation readers. Indirect admissions from the authors about historical facts would have been better than comments like: "Textbooks should treat women as the equals of men. . . . Women politicians, artists and scientists should be mentioned as much as men"—especially as this is followed a few pages later by: "You may be struck by women's poor record of achievement compared with that of men." Enthusiasm occasionally catches the authors up in the kind of stereotyping they are condemning, and it is a pity that old statistics, addresses and statements like "There has recently been a campaign to get women teachers back to teaching" could not have been updated, but overall *The Gender Trap* is a punchy, lively series for teenagers, cleverly using a whole range of teaching techniques to loosen up the old assumptions.

The Gender Trap is critical of comics, textbooks, escapist fiction and fairy tales: men do the rescuing; beauty equals success; none of the females do anything worthwhile—points reiterated in *Sexism in Children's Books* (edited by the Children's Rights Workshop, Writers and Readers Publishing Cooperative 60p), a compilation of three articles originally published 1971-74 plus McGraw-Hill's *Guidelines for equal treatment of the sexes*. This booklet sets out to "provide some basic writings on which concern can be sharpened and on which new strategies can be based" and looks forward to a time when publishers and local authorities can be obliged to produce and distribute materials that are non-biased. The first section is "Sex-role socialization in picture books for pre-school children", an American study curious in design and methodology, using as its base Caldecott Award winners and runners-up 1967-71, and strong on incidentals such as the number of times male and female characters appear in text and illustration.

From the premise "because women comprise 51 per cent of the population . . . they should be presented in roughly half the pictures", the study team found women under-presented. Moreover, picture book boys are active, girls passive; girls serve, boys lead; women keep house, men go out to work. The conclusion—that these books teach girls to have low expectations—is presented with measured strength and even the opposing view, that young children need clearly differentiated sex models, is allowed a voice.

Another analysis of American award-winning and best-selling books (some 60 published 1904-1971) follows, with tables and graphs showing percentages of males and females in starring and subsidiary roles. *Once Madeline's rescue* had been excluded (the girls' boarding school background produced "an extreme figure" of female characters) the statistics settled down to some 75 per cent male, 25 per cent female references. The third article, "Sex-roles in reading schemes" follows familiar lines. Reading schemes are regularly being battered for some reason or another and children go on doggedly preferring the ones with bright pictures to those which will turn them out non-sexist, non-racist, and purged of class guilt. The McGraw-Hill guidelines are sensible recommendations relating to adult non-fiction and textbooks: "We realise", says the company, "that the language of literature cannot be prescribed."

Our last contribution to the subject is *Sexism in the Fairy Tales of Andersen and Perrault* (by Alisa Maxwell, Children's Libraries, Newsletter, Vol 12, No 1, February, 1976). These articles are trying to relate to children up, making them believe: (Girls) Beauty has its own rewards; *Cry at every opportunity*; Never try to help yourself: (Boys) Money is what counts; Be adventurous; *Keep unruffled* and unemotional. Solutions offered, apart from censorship, include publishing new editions which reverse the characters' sex; going over to non-sexist anthologies such as *Women folk and fairy tales*; reversing characters' sex as one reads aloud so that Cinderella becomes Cinderfella, assisted by Fairy Godfather.

There is a progression observable in these materials. The first opens up discussion of a cause; the second judges, in limited quantitative terms, best selling and award winning books; the third is a prescription for altering classic tales. A fourth stage is the production of more suitable books such as Adele Turla's new picture books (marriage break-ups for turtles and monkeys, emancipation in mouse and elephant land) designed to show "women and girls who defy the restrictions conventionally placed upon them". The next stage, hoped for but not arrived, is censorship of sexist books and mandatory production and distribution of non-discriminatory materials.

Here is the trap. Does supporting the cause of freedom mean supporting censorship or does it mean permitting children unconventional patterns of behaviour while refusing them traditional models? Does it mean rewriting past literature and regarding fantasies such as *In the Night Kitchen* or the Ananse legends just as expressions of male domination?

It is ironical that many of these ideas are being promulgated by a group calling itself the Children's Rights Workshop, but I suppose George Cruikshank in rewriting Cinderella as a temperance tract or Mrs Sherwood grimly illustrating the consequences of sin also saw themselves as saviours of children. The young, fortunately, have shown themselves remarkably resilient over the centuries in resisting the didactic, taking the story while stubbornly ignoring or failing to apply the message—witness Maurice's rejection of his mother's moral tale in Keary's *The Rival Kings*.

The first fruits of the important contemporary campaign against sexism are, in general, disappointingly trivial. The anti-male sourness, the confusion between equality and uniformity, the target of picture book instead of adult media, the move towards censorship and new stereotypes instead of real freedom, will strike many potential supporters as misguided. The narrow-minded simplistic view of the purpose, the effect and the nature of stories gives one little confidence in the writers' ability to deal with the complex web of myth, tradition and prejudice surrounding sexual roles. The writings reviewed here rank as required reading for all interested in current issues in children's literature. But may I recommend après-sexism, a glance back to Paul Hazard's classic *Books, Children and Men* (The Horn Book Inc. $6.50) for its understanding of children's continuing appetite for the marvellous and the extraordinary.

Policies of People Power

Joe Benjamin

Community Politics. By Peter Hain.
John Calder £4.95. 7145 3537 0. £1.95. 3543 5.

Community politics is what it is all about—or is it? Peter Hain, in his worthwhile introduction, properly poses the dilemmas faced in trying to interpret politics into action. Why do so many activists, setting out radically to change the structure of society, end up by indulging themselves in supportive, albeit fringe, social work? Can a successful activist be a community politician? Conversely, can a community politician—cum—activist escape the bureaucratic pulls of organization, regionalization and, indeed, ultimately, centralisation.

Commenting on his contributors, Hain writes, "there is no uniformity in our views: our approach community politics from different positions on the radical front. But the kind of standpoints we hold have the potential for coalescing, as is exemplified . . . by the production of this book . . . there is a great reservoir of radicals throughout the country who share a common disenchantment with conventional party politics. . . . They could come together to form a new radical movement . . .".

Unfortunately, the contributors themselves, and the book as a whole do not confirm this, except in terms of wishful-thinking. At least half of them are the no longer young Liberals of the sixties. Now they give the impression that they look back with languor to the hasty days of Notting Hill and Golborne as if (where were all their successors in August 1976?). Certainly the initial publicity given to the Golborne neighbourhood council, on which so much hope was based, was not matched when it emerged that it "began to imitate the Borough Council".

Cynics and local government officers would argue "So much for People Power". It is precisely on issues of this kind that we need to avoid a colourful idealism and the manipulations of the experts. Whether they are truly community based and led, or are government sponsored (viz the Community Development Projects) they need to have clearly defined problems and objectives.

Neither Golborne nor the Government set these out clearly and, indeed, it could be, and is being argued that failure was written into the concepts. Why do activists object to research? How are we to learn? As Hain says, "The difficulty of getting to grips with these questions is not helped by the seeming inability of community activists to explain their approach in other than rhetorical or jargonessing terms."

As good middle-readers, perhaps they must now choose between Goldwinkum's (Kamplishun's) *Current Issues* and Colin Ward's *Anarchy in Action*. Significantly, neither of these opposing works is even mentioned.

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24 Books/Education

Big oaks from little acorns . . .

Henry Pluckrose on primary education

Problems in Primary Education By R. F. Dearden. Routledge and Kegan Paul £3.00. 7100 8363 7.

Writing on the subject of competition, Dr Dearden concludes *Problems in Primary Education* with the following observation. "The functioning of philosophy is the drawing out of pre-suppositions, clarifying concepts and examining validity". This can lead to the "widening awareness of what is relevant and in helping to create a larger field for reasoned discussion in place of controversy".

It is perhaps quixotic for the reviewer of a book on the philosophy of education to begin at the end. In this particular case I think it appropriate, for it indicates the criteria which Dr Dearden follows in evaluating some of the principles which (in his view) characterize sound educational practice. Who should determine the aims and curricula of our schools? To what extent can curricula be integrated? What is child-centred education, discovery method, the integrated day?

It might appear from this list that *Problems in Primary Education* is simply another horchpotch of educational ideas. This would be grossly to undervalue the author's contribution to contemporary thought and practice. Each paper (there are nine in all) is carefully and cogently argued. Indeed, long before I reached the end of the book Dr Dearden had me feeling that there are very few teachers who could ever meet his expectations of them.

Dr Dearden sees the purpose of education as endowing the growing mind with "the understanding and appreciation of a complex culture". To do this in the primary school "opportunities . . . to prepare children for particular roles: it should not confine itself to facts and skills since "interests, attitudes, habits, virtues and relationships may be just as important items of learning". Reading through this list I imagine that few teachers, formal or informal, would disagree with him.

In this connexion, such reservations as I have are not fundamental but specific: I have a nagging feeling that the author is gently (but continuously) teasing those teachers who are striving to innovate, thoughtfully to introduce new patterns of learning. For example, few nursery and infant teachers would agree that their teaching is little more than the establishment of "a general situation arranged without any direction of attention to distinct subject matter". Surely it is because her aims are clear (e.g. to teach reading or number bonds) that the successful infant teacher can be liberal in the organization of her classroom.

Another example of philosophical overkill is to be found in the chapter on child-centred education. I, for one, never imagined that the child generated his own education with the teacher a mere ancillary. The broad principles of child-centred tradition may well mean that the teacher "provides, stimulates, inquires, suggests and hints". But I also believe that he tells, instructs, demonstrates, explains and directs when, where and as often as is appropriate. Sound primary school practice is much more than the acceptance of one package and the rejection of another. To suggest that the "deficiency of child centredness is to be found in what it neglects rather than what it celebrates" is surely to invite the observation (which is equally worthless) that this could be said of a codified curricula, of the *Sloyd method employed in nineteenth-century Sweden* or of the Suzuki approach to music teaching.

And as I could continue . . . does learning how to learn dispense with the need for teaching, do some *contemporary educationists* believe that they should "never tell a child anything", can Dr Dearden *really* read all the literature on the subject of the integrated day "comfortably in one evening"?

But for all my doubts and reservations, I enjoyed reading this collection of papers. They provoked me, they made me examine my own aims, beliefs and practices in the fact that they challenged many of them, they provide ideal material for seminars, for students, teachers and parent groups. Indeed, in years to come it might well be that *Problems in Primary Education* will become a book to which writers on education will refer when researching the educational issues of the sixties and seventies.

Having begun my review by reading from the end of the book, I hope I should end it by reading from the beginning. "Education", Dr Dearden argues, "*is a practice with special purposes*, where people may learn things under the imaginative guidance of a teacher". It may have wider *human* and social functions, but teachers should not lose sight of their primary purpose.

But can teachers ever succeed as teachers if they are not sensitive to the very real problems of their pupils, their parents, their community?

Herein lies my fundamental disagreement with the Dearden thesis. Have not increasing social demands radically changed the nature of the teacher, his role in school and outside it? Are not many practising educationists (teachers, headteachers and administrators) would argue that only when they have met the social demands made upon them by the community in which they work can they begin to provide an appropriate structure in which learning can take place. (The argument that *this have to be seen to be relevant* to the community needs has validity and these needs, particularly in *urban areas, are not purely psychological ones*).

Dr Dearden recognizes the demands, but *his thesis is not* what undermined by refusing to accept their relevance or lay upon the primary school today.

Meaning or mumbo-jumbo?

Alan Tuckett

Reading: Tests and Assessment Techniques. By Peter D. Pumfrey. Hodder and Stoughton £4.95. 340 20067 7. £2.80. 16554 5.

This monograph reviews 91 reading tests from Britain, the United States and from other English-speaking countries. It divides these into four groups: those designed as screening and diagnostic tests of physical aspects of children's readiness, for reading; "recognised" tests of reading readiness; reading tests and batteries of tests, both diagnostic and attainment; and attitude to reading scales. The review of each test tells the reader the age of the children for whom it is intended, the skills or other aspects of behaviour being tested, the average amount of time it takes to administer the test, and whether it is a timed one. It concludes with a brief description and comment on the test. In addition [illegible] Goodman's work on the miscue analysis.

Despite all this, it is a silly and dangerous book. The author sees reading as a developmental process and recognises that even in the early stages reading is more than a purely mechanical process, but he goes on to describe the teaching of reading like this: "The main function of the teacher of reading is to bring about improvements in the pupil's level of reading competence. . . . The changes in performance which the teacher expects her pupils to achieve in reading constitute the goals of her reading programme. It is important that these goals be specified in advance of instruction: it is helpful for a teacher to know explicitly what she expects her pupils to achieve. In my view, the goals should be both *observable* and *measurable*."

My daughter is learning to read. She picks up a book in the search for something *enjoyable*, something that will satisfy her curiosity, as I do. I cannot "objectively" measure her *enjoyment*, any more than I can my own. Nor can I measure the complexity of the critical questions that the book prompts her to ask: yet these are central to her [illegible] of critical [illegible] "observable" and "measurable"—no one learns to read by jumping through the tester's hoops.

Although the monograph describes all manner of tests it does not actually tell you what is worth pinching from any of them. If you force yourself to read it from cover to cover you will emerge with the hidden contribution of the book [illegible] firmly imprinted—that reading is a finite number of measurable skills and that we have *tests to measure* them. That is mumbo-jumbo.

What the book does not tell us is why it is necessary for *teachers* like this to be written at all. Why *course teachers* use tests—only or 40 children in a class—may be forced to take short cuts but for any teacher would learn much from listening to her own pupils individually than from *churning through tests*. The danger is that this *does not* sound as scientific or as professional as it should because we are all professionals and it is important to keep up with the field.

The book leads us away from real developments in the understanding of reading, to a meaning where *the child* is engaging rather than words or letters are the focus of our attention. This is the [illegible] research like that which Frank Smith or Kenneth Goodman have *pioneered*.

Tests for their own sake are nothing to be said for—not only because they foster narrowness and divisiveness in perceptiveness and development, because they cannot fail to be [illegible] goods. The book fails [illegible] because it fails to convince that meaningful reading programmes can be built from small, mechanistic sub-skills.

Early days of printing

Written by a specialist in the field of fifteenth-century printing, the book examines all Caxton's [illegible] and editions is detailed by [illegible] supported by [illegible] facsimiles while the man's life [illegible] provides a framework for the study. A valuable select bibliography and chronological list of Caxton's publications is given at the end.

Information about Caxton exhibitions throughout Britain may be obtained by sending a stamped, addressed envelope to Mr J. Shepherd, British Printing Industries Federation, 11 Bedford Row, London WC1R 4DX.

25 Books/Psychology

Paperbacks

Man's unconquerable mind

Richard Gregory

The Psychology of Consciousness, by Robert Ornstein (Penguin 80p), is written by a research psychologist in California, who combines ideas from psychology and neurology with Eastern religious ideas and experiences reported by mystics. Here he draws effectively from the writings of Idries Shah. Ornstein concludes that Consciousness is half in and half outside the power of science to describe or explain; and that by bringing together Eastern and Western ideas and aims we may become more effective, and have greater understanding of the consciousness which is our immediate reality.

This he backs with current neurological evidence, especially from the "split brain" studies initiated by Roger Sperry: that the left half of the human brain (which controls the right half of the body) is mainly responsible for analytic skills, such as logic and mathematics, while the right (in us more "passive") hemisphere gives imagination and intuitive understanding. His central theme is that we in the West develop our right hemispheres too little while the reverse holds for Eastern cultures. This book is a timely discussion (it first appeared in 1972) at the edge of knowledge—and rather too often over the edge.

The Conscious Brain (revised edition), by Steven Rose (Penguin £1.25). When the first edition of *this brave book* appeared in 1973 it received an extraordinary variety of review opinions. This reflects *professional differences of emphasis* on what is important for understanding the brain, by *physiologists, biochemists* (which is the author's speciality), psychologists and the newer computer and robot studies of Artificial Intelligence. Another source of discord is essentially theological, verging on social and political.

Where brain studies are concerned, even such at first sight harmless and "objective" questions as, "how do the synapses switch neural signals" become vortices for such ancient stormy battles as: God v Determinism. Here God loses to biochemistry.

On the mind/brain relation, Steven Rose tacks adroitly through what this reviewer happens to regard as dangerous shoals (though to some others they may be promised lands) to arrive at a form of the Mind-Brain Identity Theory, which avoids Cartesian Dualism while allowing a place for what is commonly accepted as "conscious-ness" without reducing this to behaviour. The emphasis given to the environment and social interaction for consciousness is particularly interesting, though here the book steers close to political shoals (or anchorages?) of Marxism.

Minor errors of fact have been corrected in this edition and the main arguments have been extended and clarified. It is informative and interesting.

Beyond Aesthetics, edited by Don R. Brathwell, with an introduction by C. H. Waddington (Thames and Hudson. £9.50). This collection of essays on art and perception is "unusually thoughtful and thought-provoking, and is illustrated sufficiently for its purpose. The introduction by the sadly missed C. H. Waddington, compares art "insiders" and "outsiders", emphasizing this books' value as written largely by professional "outsiders"—though: "the extraordinary fact is, however, that everyone is to some extent an 'insider' of the art world, even if he has never undergone any training or apprenticeship, or even thought very much about it." Waddington points out that aesthetic sense seems present in young children, and in the webs and nests and spiders and birds which seem more "perfect" than merely functional. This view is confirmed by detailed evidence and discussion presented by the contributors.

The most unusual essay is Andrew Whiten's "Primate Perception and Aesthetics" which presents ape drawings. These are fascinating, though they hardly allow one to enter the mind of a pre-human species—or give clear evidence of minds at all like ours. But here we reach something of a paradox; for if these ape drawings were truly representative (they hardly are) would they indicate more or less of the animal mind than these doodly scribbles? For evidence of pre-human art, we seem to demand representations of objects which in human artists we would decry as artistically unrevealing since in the limit they are photographs. Spiders' webs are far more attracting than the ape doodles. Would we even begin to call these "pictures" if they were not made with pencil and paper?

Tolstoy is quoted as saying: "Art is a great matter. Art is an organ of human life transmitting man's reasonable perception into feeling." This book goes some way in the reverse but equally interesting direction: by discussing the feeling of art rationally. But it is only a start.

Sink or swim

Rowland Berry

Breakdown. By Stuart Sutherland. Weidenfeld and Nicholson £5.25. 297 77217 1.

The subtitle of this book is "A personal crisis and a medical dilemma". After digesting it, the lay reader might think that it *reveals a medical crisis and a personal dilemma*. The author is a professor of experimental psychology, and he writes with disarming candour of his own depressive illness and its treatment. He goes on to point out some of the more dissatisfying (not to say frightening) aspects of psychiatric treatment today, and does so with much objectivity as he can—which is quite a lot. But the familiar love-hate relationship of the psychologist and the psychiatrist is always there, and *this is his dilemma*—the need to hasten the insensitivity and arrogance of the clinician, and his dependence on, and reluctance to offend, those who tried to help him.

It must first be said that, although this book will upset many psychiatrists and psychoanalysts, it is very good. The first part, in which the author describes his breakdown and its attendant circumstances, is direct and touching—almost painful to read. The descriptions of his personal treatment, and of hospital life, should be prescribed reading for all who are involved in the treatment and counselling of the mentally stressed.

Professor Sutherland goes on to outline the nature and manifestations of mental illness, which, with his professional expertise, he does concisely and well, provided that this is taken as a background study and not as a textbook. Equally good are the chapters devoted to the explanation of the psychotherapeutic approaches currently used; much of his criticism is valid.

Behaviour therapy is given a good deal of prominence, for this is traditionally the province of the psychologist, capable as it is of measurement and validation. Unfortunately, though the techniques have been developed, and take so much less time, there are still long waiting-lists, and this supports the claim that psychologists could take a greater part in treatment—traditionally less favoured in England than in the United States. It is also worth noting that the author supports behaviour therapy despite its limited effect in his own case.

Professor Sutherland is scornful of "psychosurgery", and many would agree with him—though his horror stories are hardly impartial, and there is an alternative view; leucotomy is certainly not much in favour these days.

But his chapter on psychotropic drugs contains much dangerous nonsense. If he were writing just as a patient, fair enough; but as a professional, though without medical or pharmacological training, he can only confuse and frighten patients who may be prescribed very *useful and effective drugs*. His assertion that general practitioners "should probably not be allowed to prescribe" these drugs, with the exception of the minor tranquillizers, will offend many doctors. This is the arrogance of the non-clinician.

Finally the book discusses the ethics of treatment, and makes suggestions for improvement. It also includes some hints about obtaining choice in treatment. This is helpful up to a point, but again the patient is warned not to accept drugs from GP on the grounds that "if you are disturbed enough to need drug treatment, then you should be referred to a psychiatrist". This suggestion is unreasonable, unfair, uninformed, and would lead, if implemented, to chaos in the field of mental health. The author's remarks about choice of hospital do not take into account the system of catchment areas. His general proposition that the therapist should be matched to the need of the patient is a sound one, however.

In the NHS, the sort of treatment one gets, even as an intelligent and articulate actor of the middle classes, is often a matter of luck. There is enough skill around to make you better, but not always enough compatibility to enable you to stick it out.

Puzzling

Seamus Hegarty

Personality and Learning I. Edited by Joan Whitehead. Hodder and Stoughton £7.25. 340 20473 7. £3.75. 340 20472 9
Personality and Learning II. Edited by Jane Wolfson. Hodder and Stoughton £6.50. 340 20475 3. £3.50. 340 20474 5.

As an inveterate but not very good cross-word puzzler I find these two volumes of readings from an Open University course team extremely intriguing. The puzzle is this: Where do the readings come from? Admittedly they are only part of the total package — which also includes broadcast and correspondence material—for the *Personality and Learning* course, but they are intended to make sense on their own, and it should be possible to relate them to a coherent underlying philosophy.

At first sight it looks simple. Personality is an important variable in the learning process, and the concern is to examine personality and learning together, rather than separately as is usually done. If that is the intention, however, why is there no mention of social learning theory in the section on personality theories?

What is the relevance of Jensen's well-known article on race and intelligence? Why, again, is there a section on classroom observation? The synthesis is evident in some places of course (such as in the section on cognitive style), but, on the whole, one is driven to seek further principles of inclusion.

The 10 sections in the two books cover personality theories, motivation and learning, phases in development, cognitive styles, creativity and intelligence, social relationships, cultural influences, problems of adjustment, learning difficulties and classroom interaction. It begins to look more like an introductory course-book—an exciting and unconventional one—on educational psychology minus the psychometrics and with many features that are intelligible only when seen against the course material as a whole. Given this framework, the set of *readings is a wide-ranging and provocative one that will be welcomed* by those who believe that psychology can make a contribution to education.

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Dramatic developments

David Self on teaching drama

Educational Drama. By Brian Peachment. Macdonald and Evans £2.50. 7121 0552 2.

Developments in Drama Teaching. By Lyan McGregor. Open Books £3.90. 7291 0007 3. £1.50. 7291 0002 2.

First of all, let it be said that *Educational Drama* will rightly become recognized as a valuable mine from which to excavate ideas for drama lessons and more extended projects. The author provides extensive lists of music (classified according to the uses it may be put to in the drama studio —eg, *alien worlds, chans, computers, doom, fairies,* etc), together with lists of other stimuli that will provoke imaginative and thoughtful drama work, and he quotes extensive background information that will support and sustain class projects. Indeed, it would be hard to think of a book that does your teaching practice preparation for you more thoroughly or more efficiently.

However, despite the first feeling that this is most definitely a book to buy and use for constant inspiration (and not only during teaching practice), second thoughts are less enthusiastic.

One reservation springs from the fact that the book is so prescriptive. Mr Peachment does show how a group can develop their own improvisations, given a starting point, or even from ideas that come from the group itself, but much of the book is given over to outlining scenarios and tasks for pupils to work on. Now, there is nothing wrong with this, and tasks are in general well-devised and well-explained, but the overall impression is that the author has a fairly rigid idea of how drama should be taught, and that he is not very interested in pupils who do not fit into this pattern. Drama is a subject in which there seem to be as many theorists as practitioners). For those who know the field, it is a challenge to re-think and to rearrange aims and methods; for those new to drama, it is an apt guide. So succinct is it, in fact, that one can only wonder how the publisher came to give it a cover picture of a hand (protruding from braided blazer) clutching a wooden stage dagger.

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It is neither a handbook of ideas for drama teachers, nor a philosophy of drama teaching (although it may incidentally help teachers both practically, and by helping them to order their aims and methods). Rather it is an objective survey of "the changing classroom" (*the general title of the series* in which the book is published), and the writer is quite tentative about expressing her own opinions. This is often tantalizing, because as director of the Schools Council Drama Project (10-16), as a practising teacher, and as an observer of much drama teaching, her views and deductions would have been most valuable.

The book begins by outlining the types of educational drama found in schools, and makes the useful sub-division of drama into that which is teacher motivated in order to explore an issue and so results in a learning situation, and that which is largely pupil motivated and so is an exercise in creativity. A summary of common aims, assumptions and problems follows.

Part two consists of five detailed pictures of actual drama teaching situations: formal movement and mime in a traditional grammar school, as a relaxation from "English"; sociological class drama in a down-town comprehensive; child-centred improvisations in a large comprehensive with a good social mix; drama as a way of learning other subjects in a primary school; and drama as an introduction to theatre arts, with CSE exams and a school play as end products.

Lastly come surveys of trends, developments and current debating points such as the problems of evaluating and examining drama, the need for a consensus of aims, the question of whether to "show" creative work to an audience or not, and the problems of timetabling so as to use any special drama studio effectively and at the same time integrate drama with the teaching of other subjects.

Developments in Drama Teaching does not seek to influence nor to direct present methods, but because it is a model of honest reportage and ordered description it is a useful addition to the steadily growing number of books on the subject.

More than 30,000 new books are being produced each year in the United Kingdom; just six of these per month will feature in a new *monthly magazine to be launched* next March.

The pocket-sized *Beat Books* will be published by the Thomson Organization at about 75p; in 200 pages or so they hope to include 10,000 word extracts or digests from non-fiction books as well as features on *books and reading.*

Lights!

The Stage Lighting Handbook. By Francis Reed. Pitman £3.50. 273 00209 0

Having lit productions at Glyndebourne and in the West End, edited *Talks* and taught lighting at RADA, Francis Reed has still remembered the particular problems of lighting the village hall and those of the school play producer who isn't even sure what types of lamp to try to borrow from the County Drama Adviser. Now he has distilled his knowledge, experience and humour into a book that must become the *constant companion of every* stage lighting buff (they don't all know it all, whatever impression they may care to give) and also the standard guide to the subject for the novice.

The Stage Lighting Handbook will make sense to the least scientific of readers: it is about the theatre art of lighting, not the science of electricity. Nevertheless, if its precise guidelines are followed, there should be little risk of the fourth-former electrocuting himself. It will also teach the director what new equipment to argue for; how to encourage, restrain and organize his technicians; how to give atmosphere and dimension to his productions; how to use colour; and how to cope with the thrust stage. It also includes a number of asides which reveal such secrets as how to light an orchestra.

The book has two drawbacks. One, it does little to dispel the impression that Rank Strand Electric is the only firm that supplies stage lighting; and two, it encourages its readers to speak with the writer's authority but without his humility. Talking of which, let me put you right about your last show. You see, if you had your 223s FOH, then you could have fitted in the 123s. Mind you, if I'd been lighting it....

D. S.

Review letter

Sir,—We as publishers and [illegible] *English by the Hour* (review, August 8) would like to make the following specific points:

1. We make no apology for [illegible] of the word "programme". [illegible] grammar is, by definition, a [illegible] ordained plan (in this case, a [illegible] This is provided, indisputably, [illegible] publication. If people choose to interpret words according to [illegible] modern usage, it is no concern of [illegible]

2. Our author is not [illegible] jumping on the bandwagon [illegible] interest TEFL but [illegible] he is a practising teacher and academic [illegible] very wide experience, and his [illegible] concern has been to provide [illegible] teaching material.

3. The author does not [illegible] (contrary to the interpretation of [illegible] reviewer) that SHALL is [illegible] used with 1st persons. He does [illegible] however, that WILL can be [illegible] used indiscriminately with I or [illegible] since SHALL and WILL can [illegible] convey different meanings, e.g. [illegible] in relation to the interrogative.

To pass on to more general [illegible] we regret that Mr Abbott has [illegible] fit to comment on the fact that [illegible] is a series offering a truly [illegible] integrated and comprehensive [illegible] from beginners' to advanced [illegible] within the framework of [illegible] programme of study. Moreover [illegible] should like to point out that [illegible] tion has been made of [illegible] recorded material accompanying [illegible] course.

Mr Abbott has sought to [illegible] on the research and trial [illegible] has gone into these books. I [illegible] assure Mr Abbott that the series [illegible] in various private editions [illegible] circulation since 1970. These include 23 reputable schools in the UK and abroad and also in [illegible] languages department of the University of Sevilla, a number of the governments are considering as a method of teaching, over [illegible] have been sold and [illegible] being printed at the moment.

J. R. Scott,
Managing Director,
St Aldates College Publishing Division,
Oxford.

Mr Abbott writes: The [illegible] points first:

1. I did not object to the "programme" and "programmed". If the subtitle were (say) "A one hour programme" there would be no argument. I am sure that the author of the term "programmed learning" is different from the modern one."

2. I share with the author a lack of interest in bandwagons; as I have no reliable evidence that older methods are less effective than current ones; and I don't believe that the author intended to present effective material.

3. Concerning the form SHALL/WILL, information given to the [illegible] (Lesson 9, page 76) is [illegible] for I and WE". The author [illegible] didn't mean it as a rule [illegible] like one to me, and will [illegible] one to the learner.

On the more general [illegible] I was asked to give my opinion of the material, not its [illegible] or [illegible] Second: I could not be [illegible] know that the material [illegible] circulation in private [illegible] 1970 and my opinions would [illegible] differed even if I had known [illegible] Third: since I was not [illegible] any of the recorded material, I [illegible] make any assumptions [illegible] Fourth: the fact that [illegible] copies have been sold [illegible] that the opinions of [illegible] teachers / administrators [illegible] mine, which is as one would [illegible] Finally, since I may [illegible] printed at the moment, I [illegible] mend a change of [illegible]

Among this week's contributors:

Joe Benjamin is administrator of a son on community work [illegible] Centre for Institutional [illegible] North East London Polytechnic.

Rowland Berry is a [illegible] chiatrist specialising in [illegible] young people.

Richard Gregory is Professor of Brain and Perception [illegible] Bristol University.

Peggy Heeks is assistant [illegible] rarian for Berkshire.

Henry Fluckrose is headmaster [illegible] Triot Weston primary [illegible] author of many books for [illegible] young children.

Alan Tuckett is principal [illegible] Friends' Centre for Adult [illegible] in Brighton.

Shakespeare translated

Rachel Blake

Favourite Tales from Shakespeare. By Barbara Mills. Illustrated by Victoria Ambrus. Paul Hamlyn £2.95. 600 38013 X.

Most of Shakespeare's plays probably just will be accessible to children of from 12 upwards. The average adult, though a confirmed addict of a play might be in two minds a task for most. Therefore specialists are usually appointed to do classics retold, but art can give a helping hand, and Barbara Mills has practised one for which she is well qualified in retelling three of the tragedies and two comedies. He communicates the essential stories, characters, poetry and atmosphere

[illegible] original, the word picture of "the pattern of blood running down Duncan's silver skin" stylises the horror and makes it more bearable. The writer does not baulk at the complexity of Hamlet's character: the readers are considered capable of understanding his sensitivity, his conception of man as "a piece of marvellous machinery", and his contemplation of suicide.

Twelfth Night seemed the least successful of the tales, too cosy in its chatty asides. (Viola's and Sebastian's sea voyage is a day-trip in a cargo vessel up the coast, and their mother becomes "chief baby-sitter in Illyria".) And the trick on Malvolio, which children usually find very funny, is no [illegible] briefly summarised.

There are obvious [illegible] of selecting certain [illegible] and the emphasis [illegible] missing elements. [illegible] Mills is more [illegible] and the plot of *Macbeth*, [illegible] loss of the moral [illegible] and the original musical [illegible] of *Romeo and Juliet* lends itself to making Juliet "one of the most beautiful girls in the whole world" — another fairytale princess. But she is also flesh and blood, and the lovers are seen "kissing each other wildly".

Perhaps it is just because the author has informed them with the frankness, vigour, tolerance and moral and religious relevance of the originals that the tragedies come over better than the comedies. *Macbeth*'s blood and violence is not watered down, although, as in the

Scaling Peake

Heather Neill

Mervyn Peake. By John Watney. Michael Joseph £6.50. 7181 1454 2.

Mervyn Peake was born in China, the son of a medical missionary. He was brought up in Surrey, educated at Bilton College, Croydon School of Art and the Royal Academy Schools, and married and had three children in the [illegible] success and neglect by [illegible] writer and illustrator [illegible] books to introduce [illegible] be read to and by [illegible] kids and juniors, secondary [illegible] in the right order in John Watney's book. He provides details, besides, about Peake's army service, his various homes, his years of teaching at the Central School of Art. The circumstances in which he wrote are lit with numerous domestic touches—his son Fabian's delight at receiving a flock of stuffed birds as a present, for instance, or Dylan Thomas's request for the loan of a pair of trousers ("doesn't matter that M is taller than D")—which give delightful insights into a home life that was obviously happy and of which Maeve Peake was the constant centre. But there is, nevertheless, something missing.

Mr Watney shows us a man charmingly [illegible] to many matters, [illegible] about [illegible] generous to a [illegible] beloved by family and friends. All this is no doubt accurate, but where is the creator of the chiaroscuro of grotesques who inhabit Gormenghast and the [illegible] businessman in whose illustrations black is characteristically, an exquisitely [illegible] feeling often horror a [illegible] illustrations from early childhood [illegible] who says Mr Watney, misunderstood the novels.

If it was [illegible] he declares, to be many years before "the true nature of this work was understood", but he gives us precious little indication of what [illegible] appearance your own critical assessment is not a work of literary criticism, and need not be, but attempt at psycho analysis, but it is a pity that the links between the many [illegible] are not explored. [illegible] Gormenghast [illegible] Mervyn Peake without [illegible] the [illegible] of Gormenghast [illegible] of Gormenghast.

Literary games

Nicholas Tucker on Leon Garfield

The Book Lovers. By Leon Garfield. Ward Lock £2.95. 0 7063 5128 2.

A young man falls in love with a young lady librarian, after watching her at work from his seat, and after too much reading and study this makes almost anything in reality (from the arrival of a cup of tea to a whispered conversation with a colleague) much more fascinating. He approaches her, and fails, so instead he appeals to her professionalism. Could she assist him in choosing an anthology of love scenes? She can, and the extracts they both select vie with each other, sometimes taking on one mood into another linked emotion, sometimes acting as a curt or even savage rejoinder in their literary dialogue. It finishes happily, and the whole lot—16 extracts plus the events connecting each of them with the course of the main plot—can be found in *The Book Lovers, a sequence of love scenes chosen and arranged by Leon Garfield.*

It is a good idea: a literary game where the stakes are higher than the mere scoring of points of detail over each other. Ungarnished anthologies so often suffer from an absence of overall pattern and atmosphere—a series of short hops rather than one satisfying life. But in this book the comedy of Trollope, cynicism of Stendhal, passion of Charlotte Brontë and sensuality of Balzac all fit into a coherent shape, and the points each extract makes have an urgency for the ultimate story beyond their individual brilliance. Some extracts are well known, others less so, but in this light they can all be read from a slightly new angle: what will they signify to the young man and the librarian when they read them and how will they reply? Thus the whole sequence contains more than the pleasures of recalling "that bit when" something or other happened in a favourite story—a principle but still one most personally satisfying form of literary criticism.

Leon Garfield is often thought of as a children's writer alone, although all his novels, especially his later ones, demand to be read at different levels, including those of adults. This present ingenious, though sometimes rather tart selection, however, is not for children. This is not on grounds of taste: despite its elegance and wit, *The Book Lovers* is really a sophisticated study of literary forms. The points it makes depend to a certain extent upon experience, both of some of the books quoted from and of life and love itself. Children may dip into it and want to read more, but in essence it is something about book lovers for book lovers, who have had time to read, reflect, and then read again.

At any price, but especially at this relatively low one, it is a bargain: Turgenev, Dickens, Munn, Flaubert, Tolstoy, Dostoyevsky all in one volume, plus others, and presented in a light that helps one to read and savour them both again and as if anew.

Children's literature

Marriage of soul with stone

Martin Booth

The Stone Book. By Alan Garner. Collins £1.95. 00 184777 5.

Alan Garner's books have become, over the years, synonymous with mystery that has its origins in the primitive and primeval soul of folklore. His world is but one of ghosts and ghouls, dragons and demons, however: he moves in a creative universe in which the power of the prehistoric spirit is reborn either as a threat or as a salvation from impending disaster—or, in some cases, as both at once.

The Stone Book takes this inner landscape even further, and one feels that the story is a highly personal one for the author. The mystery is not simply in the plot (which is uncharacteristically scanty) but in the telling; Garner uses an almost vague approach that leaves a near anti-climax at the end. It becomes a climax—and an immense *tour de force* at that—only after much thought has been given to it.

Set in an indeterminate last century, the story concerns Mary, the daughter of a stone-mason who works on the pinnacle of a church tower, to which she climbs to be near beside the 'golden cockerel' weather-vane. From the giddy height, her father takes her down and along to the nearby Cleeve Hill, where together they enter a mine-working, The Engine Vein.

Far under the hill, Mary is told to go ahead through a crack too small for her father and, following his given directions, she arrives by candlelight in a vast cavern decorated by men from the Stone Age through to her father's whose mason's mark is carved on the rock. The soft floor bears the footprints, bare and shod, of the aeons of past visitors. On returning, she has shared an experience kept secret with her father and his forebears. Her father carves her a stone book, bearing time in its solidity, which she can read, having the knowledge, undefined by Garner, of the stone and its magic.

The ending is one of ancient religion, a marriage of soul with stone, Man with Earth, and as such, it is very successful. One must question, though, if a young teenager, at whose level the book is aimed, would grasp all the significances and imagery.

Yet, despite this, the book is vintage Garner—weird, strange and simply beautiful. He writes with a true precision and eye for the depth of both soul and world. He is once more highly successful on the plane of narrative, which he strengthens this time with vast allusions for the initiate: in this story, the introduction of the weaver at a loom in a cottage and the mason playing his ancient, serpentine ophicleide.

For a reader with insight, or the *determination to seek below the* narrative, the book is a positive gnosis.

Let there be light!

Gillian Thomas on the Bible for children

Listen! Themes from the Bible retold for children. By A. J. McCallen. Collins £2.95. 00 599528 X. £1.50. 00 599566 3.

If a child can be led to appreciate the things he can see, it is reasonable to hope that he can be led on to a deeper understanding of God. This is the thought behind *Listen*, a book of passages from the Bible retold for children of ten and under by Father A. J. McCallen. His aim has been to present each in a way that gives its simple immediacy and directness.

To do this and yet retain both the point and the sense of majesty of the original is an extraordinarily difficult task, yet even those who tend to regard any attempt to popularize religion as a sign of weakness will find it hard to fault this book. The author displays a deep understanding not only of the Bible itself but also of children's ways and thoughts.

A typical example is his treatment of the story of the Creation (which incidentally, immediately captured the interest of my own children who are eight, five and three). Preceded, like each passage, by a simple introduction: "God made everything for us and he made it all very good", it begins: "God said, 'Let there be dry land!' (and he called it 'The Earth'). 'Let there be water that is not dry land (and he called it 'The Sea')."

The book is attractively printed with simple and appealing illustrations, many of which are in colour. A further bonus is that to help children to read aloud from it, the passages are printed not as slabs of prose, but with spaces between the lines whenever there is a natural break in the text. And there are detailed notes for teachers.

Finally, for those who want to relate them to their sources, an index shows exactly where each story can be found in the Bible, while another lists the Bible passages which have been included.

To coin a phrase

R. W. Noble

Oxford Dictionary of Current Idiomatic English. Volume 1: Verbs with Prepositions and Particles. By A. P. Cowie and R. Mackin. Oxford University Press £5.00 0 19 431145 7.

Many of the essential lexical units in English are idioms that link a verb with one or more prepositions and other particles. Each verb-phrase idiom—"do away with", "do down", "do up" and so on—*functions semantically with a sense* distinctive from the definitions of its parts, and works grammatically as if it is a single word. A. P. Cowie and R. Mackin, in the first volume of their *Oxford Dictionary of Current Idiomatic English*, have compiled a comprehensive and unique guide to the meanings and usages of these phrasal verbs.

Until this dictionary appeared, the available glossaries of English idioms were fragmentary, and concentrated mainly on the remains of beheaded metaphors, probably because such dead figurative idioms could be analysed in terms of Latinized poetics and grammar. The living verb-phrase idioms are much less *analysable, drawing sense and* vigour from the folk origins of English.

A. P. Cowie and R. Mackin carefully define each common verb-phrase idiom *and then quote or* compose sentences which illustrate possible usage in our metropolitan culture. This entry for an originally North American idiom shows their procedure:

KNOCK UP[6] (Blit pas) (slang) make a woman pregnant □ "*Why ever did she let him* knock *her* up? *Would have thought she'd never heard of the Pill! Now I suppose she'll have to have an abortion.*"

The lexicographers are precise and helpful in their terse definition, their parenthetical indication of stylistic value, and their bracketed grammatical code showing that the verb can be used in the active or passive voice and can be separated from its particle by the object. In their illustration of usage, however, this slangy idiom looks like a savage who has been kidnapped into the Brave New World *where ending is* better than mending.

Nowadays the practitioners of science and technology are undoubtedly the most prolific coiners of verb-phrase idioms, the meanings of which are occasionally need to be aware of in order to make sensible personal and public decisions. This dictionary clarifies many such new technological idioms, such as "print out" (computer technology) and "lift off" (space technology), but some similar idioms such as "bring in" (petroleum technology) and "psyche out" (psychology of gamesmanship) are not included. Nevertheless, A. P. Cowie and R. Mackin have compiled a thoughtful, well-organized and eminently usable dictionary of verb-phrase idioms. Everyone who is *seriously interested in English* will find it a valuable reference book.

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The Craigie Kit, which incidentally has already won 2 Guinness awards, has been developed by Teaching Methods Lecturer, Ian MacLennan, and is now available through your local educational contractor or direct from Longman Group Ltd., Resources Unit, 35 Tanner Row, York, at £66.00 + VAT.

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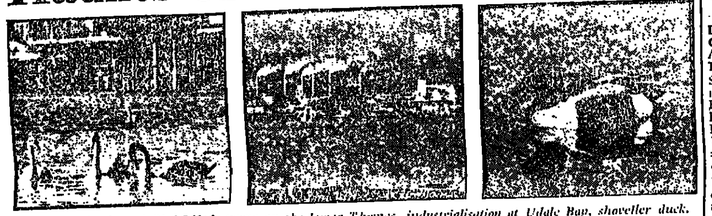
JOHN BARKER reviews materials for biology

Haunts of coot and hern



From 'Wetlands and Bird Life', swans on the lower Thames, industrialisation at Udale Bay, shoveller duck.

In connexion with the European Wetlands Campaign the Nature Conservancy Council has developed three materials.

3D Cardboard Pond Kit, £3.85
Wall Chart 84cm by 59cm, £0.75p
Wetland Wildlife leaflet; 20 copies for £1.00
Available from Wetlands Campaign, Springfield House, Mill Avenue, Bristol BS1 4SA.

Wetlands and Bird Life
24 35mm colour slides with notes
Audio Visual Productions, 15 Temple Sheen Road, London SW14 7PY. £4.36 plus VAT

Wetlands, areas of fen, marsh and open water composed of fresh, brackish or salty water, have been recently under serious threat. Damming, draining and dumping have decreased the wetlands of Europe and with them their flora and fauna. The European Wetlands Campaign is to arouse interest and concern with these ecosystems.

The pond kit arrives well protected by cardboard covering. It takes only a couple of minutes to assemble it into the cardboard tank. The model illustrates a typical pond and some of the organisms that form the community such as aquatic and semi-aquatic plants, fish and birds. A further printed sheet with drawings of a range of other organisms is given.

Since the model is printed in green on a white background it provides a splendid opportunity for children to colour it and its inhabitants, an excellent idea for primary and lower secondary classes.

Britain's Threatened Wetlands is the title of the chart. It identifies the main ecosystems included under this heading including rivers and streams, peat bogs, saltmarshes and mudflats. It also identifies some of the major features of these areas and the threats to which they are now exposed. The chart is attractively printed in full colour and the material is presented in an interesting and stimulating way. It will be valuable in both primary and secondary schools.

The leaflet, again in full colour, provides information on the six major ecosystems identified in the chart and describes briefly some of the major organisms. This will be very useful for consolidation and to stimulate the children to find out more about areas important to our wildlife.

Wetlands and Bird Life is on a similar theme. The comprehensive notes were written by David Elcome, education officer for the Royal Society for the Protection of Birds. The slides illustrated a variety of wetland habitats with particular reference to some of the species of bird found there.

An artist's impression of life at three parts of a water course is used to set the scene, then a sequence of slides illustrates birds typical of that region. Thus the introduction to the river in mid course is followed by slides of a mallard drake, mute swan, kingfisher and a heron.

Threats to wildlife of the wetland are illustrated by a detergent polluted river and by industrial development at Invergordon. The optimistic side of the picture is not neglected. The use by bird life of water-filled disused gravel pits is shown and swans swimming on the lower Thames illustrate its greater purity.

The standard of photography is good throughout and the notes are comprehensive and contain questions where these are relevant. This will be useful not only in water birds, but more importantly the conservation of wetlands.

Parasites, camouflage and the earthworm

Parasites.
Concealing Colouration.
Arachnida.
The Earthworm and its Allies.
Sets of 24 colour slides with study notes, £9.75 a set. Available from Hunt and Broadhurst Ltd, Botley Road, Oxford OX2 0HP, and Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon BS24 9BJ

The first two of these sets are on biological phenomena, the others explore the diversity within specific animal groups.

Parasitism is a topic found in nearly every biology course, but until now supplementary visual material has been rather limited. This set on parasites will go a long way to close this gap. It provides a good variety of parasites from the cuckoo, bed bug and flea to perhaps less familiar but important organisms such as *Rhodnius* and the blood fluke. However, the set would be better named "animal parasites" as no plant ones are considered. The study notes provide an interesting background to the slides, for example in mentioning the assassin bug *Rhodnius*, a vector for Chagas disease from which Charles Darwin may have suffered.

The pattern, colour and form of animals and the relationships of these to their biology has always been an exciting topic. The set on *Concealing Colouration* contains some fascinating examples of adaptations which have led to strange forms.

A useful set of four slides illustrates the peppered moth, providing a valuable aid to discussing the process of natural selection. Camouflage by mimicry of other objects is illustrated by examples such as the stick insect or the moth, *Asiplis*, which at rest resembles a dead leaf. Others, such as the crab spiders, depend more on colour matching.

The *Arachnida* is a group of animals which are not very popular, particularly with schools, for study in any depth. However, they contain a wide variety of type and some fascinating creatures, which are illustrated in this set. These vary from the prehistoric appearance of the large Horseshoe crab to tiny pseudoscorpions which can be found in leaf litter. Comparatively little is known about some of the types illustrated. For example, the sun spiders and the Ricinulios, an order of arachnids that for 100 years was only known by around 30 specimens. A set of seven slides illustrates a wide variety of spiders and the study notes provide good background information.

The final set comprises 15 slides on aspects of the biology of the earthworm, one on another arachaete, *Tubifex*, one on a leech and the rest on various polychaetes. The earthworm, or at least the chaetes, deserves a set on its own.

The slides on earthworm show external views and illustrate other aspects such as a chaeta, the process of copulation and hatching of a cocoon. The series of seven slides on polychaetes could be greatly extended. It does not include, for example, the famous *Arenicola*. The unidentified pond leech also seems to have been put in almost as a make-weight at the end.

Although one can criticise the make-up of parts of these sets it is much more difficult to criticise photography which is of a consistently high standard. It is to be hoped that the format of these sets can be better standardized. In some sets the slides only have the subject title and number, in others both the individual slides are identified but not the set from which they come. It would help if the notes gave the slide size for almost all specimens are given in metric units only rather than a mixture of inches and centimetres.

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Lifestyles in the animal kingdom

Locust Life History
Animal Diversity
Animals of Leaf Litter
Soil Animals
Sets of 24 colour slides, £9.75 a set. Available from Hunt and Broadhurst Ltd, Botley Road, Oxford OX2 0HS, or from Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon BS24 9BJ.

These are the four latest sets produced by Oxford Scientific Films Ltd. The slides are card-mounted in plastic folders. *Locust Life History* covers the general form of the adult locust, the difference in the external genitalia between male and female and egg laying. A further sequence is of developing eggs at different times of incubation until they hatch after, in this case, 21 days.

Examples of all instars are included in the set and a particularly fine sequence of five slides shows the final moult, the adult stage

24 slides it is not possible to do more than present a selection of examples from the major groups of animal. An example is given of the main arthropod groups; the molusca, echinoderms and the invertebrates.

The simple forms of animal life receive less coverage. Protozoa warrents only a single slide as do the platyhelminthes and the annelids. This is obviously a set which needs to be extended to a second part, particularly as many examination syllabuses now demand a wider survey of the animal kingdom than before.

The last two sets *Animals of Leaf Litter* and *Soil Animals* are of organisms with close ecological links and the sets might have been improved had they been linked in a more formal way. The first set provides a good coverage of the organisms of this habitat including harvestmen, spiders, myriapods and beetles. The notes could also have included some idea of the trophic relationships in this fauna.

Soil Animals includes a number of examples which could equally well, and in some cases better, be included in the leaf litter set. The forms included range from the mole and the mole cricket to mites and amoeba. One slide illustrates the use of an interesting technique for studying the life of the soil community, in which the soil is impregnated with gelatine and thin sections cut. The slide shows a mite within the hollow stem of rotting plant material. Neither *Soil Animals* nor *Animals of Leaf Litter* gives sizes of the animals, which is an unfortunate omission.

As is usual with Oxford Scientific Films, the quality of the photog-

Tree frog, ghost crab and anemone from "Animal Display".

LONDON NEWS
NOVEMBER
Foreign Travel on:
PORTRAITS OF POMPEII
Hanut Crawley
1000 YEARS OF SOLITUDE
Tony Osman
NEW SOURCES OF ENERGY
Eric Moonman
LONDON'S TRAFFIC CHAOS
Patrick Moore
MISSION TO MARS
Adam Ferguson
BRIGHTON OR BUST

Modules for science and crafts

Seven modules to help teachers reconcile the social and economic present science and craft subjects in a way which shows how they are applied commercially have been introduced by the Standing Conference on Schools' Science and Technology (SCSST). The titles are Mechanisms, Aeronautics, Metallurgy, Electronics, Food Technology, Plastics and Pneumatics.

SCSST think the modules will help teachers devise syllabuses. One aim has been to help young people

One module represents a term's work and the SCSST suggest that three of four modules with project work would make up a two-year course to O level or CSE. *The technology modules can also be used for 'A' level courses, including Nuffield 'A' level Physics.* The modules are obtainable from SCSST, Chelsea College, Pulton Place, London SW6 5PR.

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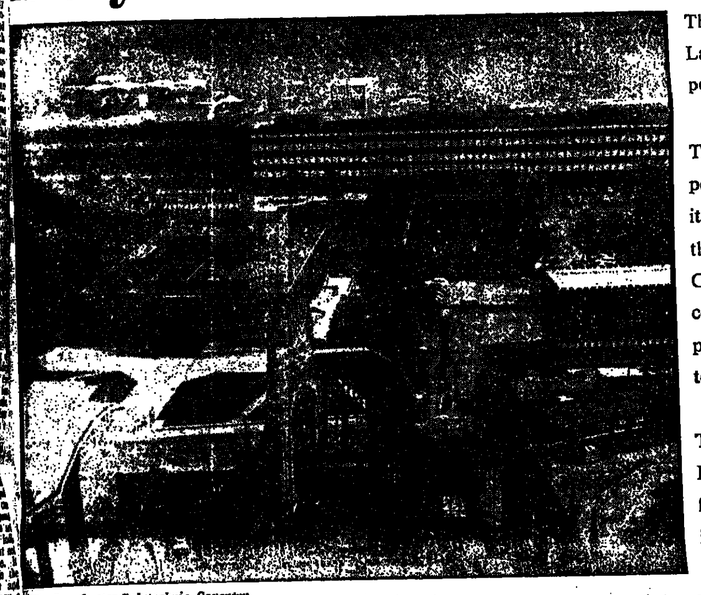
EXTRA

Polytechnics–a decade of development



The Lanchester Polytechnic, Coventry

Though much of this Extra is contributed by the Lanchester Polytechnic, Coventry, the success of the polytechnics is the achievement of them all.

The Lanchester is probably as typical of the polytechnics as one institution out of thirty, each with its own character, can be. It is neither the biggest nor the smallest; it was born of a merger of colleges in Coventry and Rugby; it is conscious of its place in the community and of the need to produce well qualified people with the breadth of practical knowledge attuned to a rapidly changing technologically based society.

There is no suggestion that the ways in which the Lanchester is seeking to fulfil its role are the only ways for a polytechnic; all of them are individual growing institutions. And, so far, the results suggest they are doing a lot of things right.

Opportunities and challenges

An introduction by Gordon Oakes, Minister of State for Education

It is now 10 years since the publication of the White Paper *A Plan for Polytechnics and other Colleges*, announcing the Government's intention to establish the polytechnics. It is perhaps possible after a decade to begin to assess the contribution which these 30 institutions have made to higher education in England and Wales, and to suggest some of the opportunities and the challenges which they may face in the future.

Behind the White Paper lay a concept of the polytechnic as an institution of higher education essentially different from the universities, receiving impetus from a framework of creative tensions new to education in this country. A polytechnic would attract students from all areas of Britain, yet it would remain firmly grounded in its locality; it would be an academic community, yet it would focus its teaching and study on the problems of society, always involving itself closely with industry and commerce; it would be a centre for advanced work carried out full-time or in sandwich courses, yet it would also provide the opportunity for varied modes of part-time attendance; generally established by the merging of existing colleges, it would develop into an institution of a size and range capable of providing courses in many individual subjects and in interdisciplinary studies.

The 1972 White Paper *Education: A Framework for Expansion* consolidated the achievement of the 1966 White Paper, allotting the polytechnics a key role in the expansion of higher education. High priority within the budget of the further education building programme was given to polytechnic building projects, including residential accommodation. The polytechnics are to no longer amalgamations of separate institutions; they are establishments with their own character and identity.

As higher education in the public sector becomes increasingly diversified, and the welcome process of erosion of rigid boundaries, whether between subjects or between education and the rest of society, continues, many polytechnics are adding to their roles by combining with colleges of education to create a broad spectrum of courses in teacher training, to coexist with other forms of higher and further education.

I think that to a very considerable extent the polytechnics are fulfilling the hopes placed in them 10 years ago. If I were to express their outstanding feature in one word, it would be flexibility.

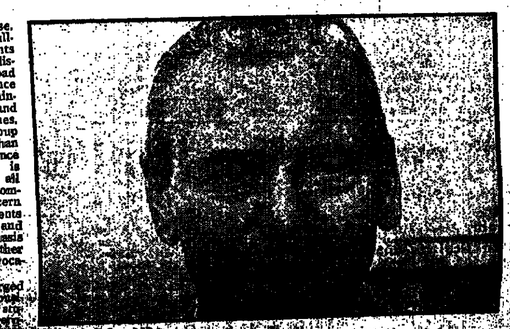
This flexibility reveals itself to the student in three principal ways. In the first place, a student can choose the mode of attendance best fitted to his wishes and commitments, from full-time study to evening study only, with a whole gamut of attendance patterns in between. Second, the variety of courses offered means that a student finding his present course unsuitable for one reason or another will probably be able to transfer to a course at a higher or lower level. And finally, a polytechnic can offer a student attracted to both arts and sciences the opportunity to pursue studies in both areas, as some degrees and many DipHE courses are organized on a modular basis, and there are other degrees in combined studies.

The Council for National Academic Awards has, of course, been a major factor in the ability of the polytechnics to develop adaptable course arrangements, and its work in seeing that courses are of a similarly high standard to those of universities, augurs well for the future.

As far as society at large is concerned the flexibility of the polytechnics is important for several reasons. By providing students with the opportunity for transfer between courses wastage is reduced. This makes economic and social sense. In terms of subject balance, full-time and sandwich course students at polytechnics are fairly evenly distributed between the three broad subject areas of engineering, science and related subjects; social, administrative and business studies; and arts and professional disciplines. The engineering and science group is however slightly larger than either of the other two. This balance reflects the way importance is attached by the polytechnics to all aspects of human endeavour, combined with a fundamental concern for the changing needs of students and society. Both students and society benefit from the emphasis which the polytechnics – like further education generally – place on vocationally orientated education.

The polytechnics have formed close links with industry and business through their courses, their students and their governing bodies, and they have been conceived in economic terms but are seen as education in the context of broadly equipping the student to make a contribution to and earn his living in some aspect of society's life. The importance of this link between industry and education cannot be overestimated. I think it was this approach that attracted students to advanced further education in the 1960s and the 1970s and helped to make it the fastest growing sector of higher education. When the plan for polytechnics was worked out the Government was responding – and trading the right response – to the growth of advanced FE in the existing colleges which in turn reflected demand and need.

The scale of the polytechnics' contribution to the expansion of higher education is shown by the following figures. In 1966 there were 4,300 full-time and sandwich course students following advanced courses in further education colleges in England and Wales. By 1974



Gordon Oakes MP

the corresponding figure was 105,700 of whom 76,800 were studying in polytechnics. In the same year, 49,300 students were following part-time day and evening advanced courses in polytechnics, while 18,500 were following non-advanced courses.

Looking to the future, we have recognized that higher education unfortunately cannot continue to expand at this rate. The size of the age group will undoubtedly start to decline in the early 1980s and the demand from school leavers has not met earlier expectations. At the same time there are other priorities to be considered. I have in mind particularly the problems of the many 16- or 19-year-olds who leave school and seek jobs without any further education and training. Nevertheless, within these constraints, the distinct characteristics of the polytechnics will help to ensure that their students are provided with education and training suited both to their individual talents and to the economic and social requirements of the country.

The pattern of non-university higher education is being much changed by the widening of further education to include teacher training, which had been a separate sector. This has involved the amalgamation of some former colleges of education with polytechnics and unfortunately cannot continue to expand at this rate. The size of the age group will undoubtedly start to decline in the early 1980s and the demand from school leavers has not met earlier expectations. At the same time there are other priorities to be considered. I have in mind particularly the problems of the many 16- or 19-year-olds who leave school and seek jobs without any further education and training. Nevertheless, within these constraints, the distinct characteristics of the polytechnics will help to ensure that their students are provided with education and training

A personal polyperspective

By Geoffrey Holroyde, director, Lanchester Polytechnic

It is just over a year since I was appointed director of the Lanchester Polytechnic. This is long enough to have learnt what goes on inside it—*good*, bad and indifferent—yet short enough to appraise it with the objectivity of an outsider.

Indeed I am new to higher education. I am a *48-year-old physics* graduate and before coming here I served 10 years in the Royal Navy, spent two years teaching A level physics, then 10 years in industry and four years as head of Sidney Stringer School and Community College in the urban heart of Coventry.

The Lanchester was designated a polytechnic in 1970, and was created from *Coventry's Lanchester College of Technology*, the Coventry College of Art and the Rugby College of Engineering Technology.

More than 5,000 *full-time*, sandwich and part-time students study in four faculties—engineering, applied *science, social science* and art and design. The polytechnic has earned a high academic reputation. It offers 32 degree courses validated by *the Council for National Academic* Awards and mounts a myriad of sub-degree and short courses, many of them designed to match the requirements of the *locality*.

The polytechnic exists for its students, so let us talk about them first. As you would expect, many of them are straight from school—two A level boys and girls who have arrived in higher education because *that is the progression for academic*ally gifted youngsters. Some of them are disappointed UCCA applicants whose A levels did not come up to expectations. Some are in the polytechnic because a careers teacher, a house head, a training officer or a parent knew what the polytechnics were about and recommended a particular course because it was what the student needed.

Many of them are older, already making their contribution to society in industry or commerce. They are part-time polytechnic education, mostly at technical colleges. Or they may be late developers or those denied the privilege when younger, *not always* with two A levels but with some other evidence of their potential. *These mature students are brave*, determined and committed and they add a significant dimension to the student spectrum.

The students give me great hope for the future. I admire their concern for the less privileged and their willingness to get involved in the community. I respect their confidence and forthrightness, while sympathizing with their anxiety as they look forward to the task that lies ahead of them. *It is great to* find them late in the evening still at work in the library, creating beauty in the art and design studios, *putting the world to rights* over a pint in the union.

The other side of the coin can be their relative inability to communicate clearly, particularly orally, or to grapple realistically with unstructured problems, or to estimate *numerically*. Our educational system has weaned them on a rich diet of written answers to structured and predictable questions.

Many of the students have a good idea of what they want to do after their course. Sandwich students are often already committed to an employer. On the whole it seems that Lanchester students do not have much difficulty in finding *jobs, as many employers are look*ing for people who have completed polytechnic type courses with emphasis on relevance.

I am impressed by the concern shown by the polytechnic for its students. A personal tutor system, expensive in staff time, ensures that every student is the particular interest of a member of staff. Great attention is devoted to interview*ing* and selecting prospective students. There are counselling, medical and careers services, an accommodation service, and *over a quarter of the full-time* and sandwich students live in halls of residence or self-catering houses.

However, in spite of all this, some students under-perform, or drop out, or fail. Greater attention must be paid to their selection and induction *and to the training of staff to recog*nize students' early warning distress signals.

Effective teaching at polytechnic level is hard going. As well as the requirement to do consultancy, applied research or be a practitioner, there is the nature of the courses. The salad of full-time, sandwich, part-time day and/or evening, with their administrative complexities, *the securing of satisfactory* sandwich placements, the recruitment of students and the selection, needed by those who are less able teacher. There is little opportunity —none if the job is to be done properly—*to relax* at the easy pace which the well equipped postwar higher education business is thought to permit.

There are excellent examples of programmed learning, joint academic / industry or commerce mounted projects, exciting field work where students are tackling real issues in urban and rural settings. There are examples of courses *crossing* traditional academic disciplines—but prospective students often seem strangely suspicious of courses that do not carry traditional labels. (Perhaps this suspicion stems from their school teachers.) There is also inertia and powerful argument by staff for re*maining within the security of a* known discipline or a lecture.

Compared with universities, polytechnics are tight for resources and it is to their great credit that they have achieved parity of performance without parity of resources.

The Lanchester's student-staff ratio of about 8:1 is, I know, enough to make a primary school teacher green with envy—and we *are under great pressure to increase* the ratio. But it has to be seen against the successful merger of constituent colleges, and the polytechnic's considerable achievements, despite a desperate shortage of technical and administrative supporting staff.

We have fine new buildings on a splendid city centre site but we are still cramped when all the students are in and we have yet to make full provision for the scheduled move to Coventry of that part of the polytechnic now at Rugby. *Though by polytechnic standards* we have good facilities for student recreation, we are concerned to improve them. But we sleep less anxiously at night when we compare our lot with the 16 to 19 year olds in further education or fourth formers in an urban comprehensive rather than with our colleagues in Oxbridge Redbrick and their post-war replicas.

The polytechnics have an unenviable management structure. They have to steer a course bounded on the one hand by the DES, the regional advisory councils, the i.e.a. as the funding agency, the CNAA and the governing body, and on the other by an array of formally constituted internal committees reserving their right to have their say, and the professional organizations and trades unions.

I believe wholeheartedly in using the creativity and contribution of all members of staff by open management, communication, consultation and mutual trust. But I also believe that too many formal democratic [illegible] those specific purposes, and our answerability to so many masters, can take up too much *time and energy and can breed an* excess of bureaucracy and systems. There are difficult years ahead, resources will get tighter, and our management must be able to cope.

Given the government's expressed wish that up to 25 per cent of the relevant age group should benefit from higher education, and given that the bulge does not pass through the system until the mid-eighties, we are clearly going to have to take more students. And we will have to achieve this without much growth in budgets, if any. Students will no longer be the academic elite they were when 10 per cent of the population entered higher education, mainly straight from school.

I expect us to see a wider spectrum of courses at degree and sub-*degree level, with easier transfer*ability from one to the other. This would imply more opportunity to vary the pattern—thick sandwich, thin sandwich, part-time, a year or six months at a time, carrying credits as you go. There may be consortia arrangements between FE and polytechnics in a locality to make the entry of mature students easier. There need to be still more courses *dealing with real problems, fewer* courses based on traditional academic disciplines with their arbitrary boundaries.

Higher education is by definition expensive, so surely we shall have to make more use of our capital resources. Plant and buildings must run the year from June to September and some kind of four-term year seems to me to be inevitable if the *extra students are going to fit exist*ing laboratories, studios and bedrooms.

I hope to see the Lanchester becoming even more geared to the community, sharing its premises with those who live and work as neighbours, and taking a fuller part in community life. The growth in part-time and mature students and the squeeze on residence may mean *more home-based students which* should give impetus to closer integration.

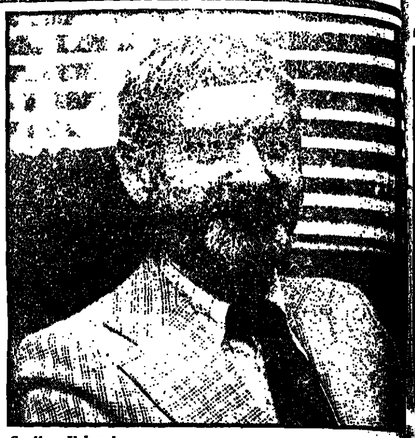
In our curriculum design perhaps we should be more responsive to the needs of industry, commerce and society, working yet more closely with the practitioners. I would like to see much more movement of staff in and out of academia with more influence exerted from outside. Teachers are the experts on teach and assess, but they have a monopoly of ideas to teach.

We have yet to work out achieve more responsiveness maintaining high standards; update and retrain staff in a of reduced mobility and declining resources; how to improve productivity without lowering standards and pastoral care.

If higher education is to enable to enjoy a large proportion of the gross national product to which has grown accustomed, it must to demonstrate that it is doing its part in the economic regeneration of the country—by the means of its work, its involvement with its neighbourhood, the full use of its resources, and by its products.

Perhaps the time has come question some of the accepted tions—protracted committee sion making, lengthy documentation, the long summer vacation, belief in academic superiority, *the value for* research for its own sake. Could the DES and the l.e.a. decentralize some of the controls? A polytechnic would be easier to manage if it were established on the institution then allowed to run its own affairs, while maintaining its valuable links with the l.e.a. and *the local councils.*

Higher education is here to stay and is an essential element in our society. It has a choice—whether to make a contribution to the solution of our highly complex problems or to retreat into a haven of elitism and unreality and scholarship for its own sake. The politicians have decided which way we are going.



Geoffrey Holroyde

These first-year students at the Lanchester Polytechnic are on a geography department field course to study the techniques of geographic investigation.

Continued from opposite page

recognise that they have a particular responsibility and distinctive role to play alongside the colleges of further education in meeting the needs of students for sub-degree *courses not available in universities.* The provision of degree and sub-degree courses in one educational establishment provides the transferability between courses which is so important if student aspirations are to be encouraged. For example, very good students on HND or HNC courses may transfer to corresponding degree courses while students who have not succeeded on degree courses may drop back to HND or HNC courses.

Very significant changes in a large number of these courses will take place over the next few years as the effects of the Business Education Council (BEC) and the Technician Education Council (TEC) are felt. These national bodies are gradually taking over from the national joint committees for validating courses and awarding certificates and diplomas over a vast area of sub-degree work. Many of the TEC courses are also being designed on credit-modular schemes and great emphasis has been placed *on discussions being held by the* educational establishments with appropriate representatives of local industry and the professions. The *breadth and inter-relationship of* polytechnic course provisions in relation to entry standards can be seen in Figure 3.

The *Guidelines for the Diploma of Higher Education* published in 1973, indicate that the diploma should be acceptable as a terminal qualification in its own right, and should be of a standard equivalent to the first two years of a degree programme also being convertible to a degree wherever possible without loss of time. In this sense the DipHE is another platform to which a student may aspire in the comprehensive framework which is the feature of education in the polytechnic sector. About 30 courses leading to the award of the DipHE are now available in polytechnics and other colleges.

So far I have mentioned a few of the developments in courses which typify the comprehensive range of courses offered in the polytechnics. The levels of attainment, *mode of study* and list of subjects going from accounting, through creative and performing arts, librarianship and nursing to urban estate *valuation is enough to fill* several pamphlets, but must be left at this point so that I can talk about the other aspects which make the polytechnics all-embracing, *namely* the students and the staff.

In relation to the full-time and sandwich students the polytechnics are essentially national colleges. They recruit most of their students from outside daily travelling distance. Like at universities the type and nature of the course and its reputation are the factors most likely to determine student choice. Hence, on any given course students will be found from most parts of the British Isles and from many overseas countries. These students will also vary in age and in educational background. They may be straight from school at 18 plus, they may be from technical college at 18 to 20, they may have had industrial or commercial experience, or they may be mature candidates.

Particular attention is given to *attracting the latter as published* evidence confirms Lanchester's experience that carefully selected mature students, even without normal entry qualifications, prove even more successful than young students direct from school. Women form a significant part of the student population.

When part-time students are considered, however, the local role of the polytechnics is seen to be of vital importance. Most of these students visit the polytechnic for a whole day or a part of a day once a week and hence must live within reasonable travelling distance. These students bring with them a knowledge of the local area and its industry and commerce which helps the polytechnics to achieve their aim of being closely associated with their own locality.

The variety of academic staff in polytechnics is almost as great as the variety of students. They include artists, designers, professional engineers, scientists, lawyers, economists, social scientists, historians, linguists, musicians and mathematicians.

Many have had wide experience in industry, commerce or the professions. Others have research backgrounds. Most have wide experience *of teaching at degree and sub*degree level. Many are women. A not insignificant number are from overseas, whilst others will have ex*perience of working abroad.*

The polytechnics can, therefore, in a few short years, be seen to have developed into true all-embracing institutions of higher education. The wide mix of staff and students and the range of courses with their facilities for interchange and deferment of choice provide a cultural environment which enriches the educational experience of the students. The polytechnics are already offering the nation a discernible choice from the university sector. The foreseeable future, even with *its financial constraints, will see the* polytechnics develop still further in line with the definition of the words "many arts, many skills": the arts *and skills which contribute to our* civilization.

H. E. Walker is head of department of civil engineering and building, Lanchester Polytechnic.

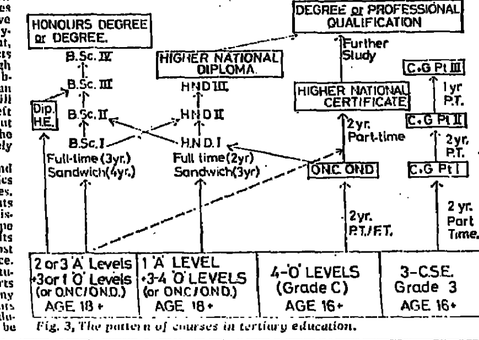


Fig. 3, The pattern of courses in tertiary education.

All-embracing institutions

By H. E. Walker

The 1966 White Paper proposed the incorporation of some 60 colleges of technology, building, art and commerce into 30 new poly*technics, and laid down the prin*ciple that they were not to emulate the universities by shedding all courses other than those leading to *the award of degrees and generally* disregarding the need of part-time students.

Instead they were to be all-embracing institutions, providing for a wide range of vocational courses at all levels, from those requiring a few evening classes to those of degree standard, with developments in the less clearly vocational sectors growth was not to be limited to courses in technology, and science. At that time, however, there was to be one reservation—the develop-

ment of teacher training in the polytechnics was to be strictly limited. Let us now look at the way the development of these ideas has taken place during the decade since that paper was published.

All 30 polytechnics were officially designated by 1971 and in November, 1975, their combined student population was as shown in Fig 1. These figures show the almost equal division between degree and post-

	Full-time	Sand-wich	Part-time day and evening	Part-time evening only	TOTAL
Postgraduate Diplomas and degrees	3,680 (2.0)	162 (0.1)	4,175 (2.4)	1,676 (1.1)	9,696 (5.6)
First Degree, Degree equivalent	39,676 (22.4)	21,979 (12.4)	12,119 (6.8)	6,673 (3.8)	80,447 (45.4)
HNC, HND and other sub-degree courses	24,588 (13.9)	7,890 (4.4)	33,114 (18.7)	21,246 (12.0)	86,838 (49.0)
TOTAL	67,944 (38.3)	30,031 (16.9)	49,411 (27.9)	29,795 (16.9)	177,181 (100.0)

Fig 1. Numbers of students enrolled in polytechnics (Nov, 1975). The figures in parenthesis are percentages of the total.

2,610 on part-time courses.

Like all statistics, however, they hide many of the really interesting features. There has been a significant trend towards broader first degree and sub-degree courses. These have been developed in response to the demand for broader based student-centred courses which are less specific in terms of subjects studied. For example, the Lanchester Polytechnic now offers a range

[illegible] include both specialist courses (such as physics, applied biology, geography) and broadly based programmes of study (combined science).

The credit modular approach has also been extended to a few specialist degrees (such as civil engineering, building) where a student can match his rate of progress to his abilities and select areas of specialization while maintaining a core of fundamental material common for subsequent membership of a professional institution.

In addition to the development of [illegible] degree courses the introduction

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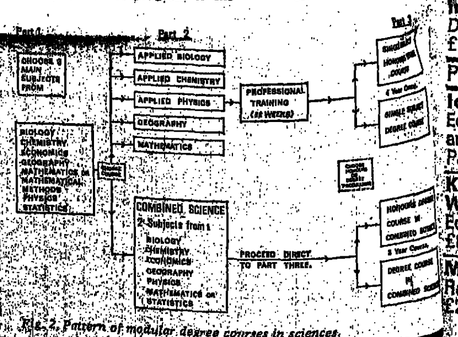

Fig. 2, Pattern of modular degree courses in sciences.

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Safeguarding academic standards

By Maurice Foss

The scene on the steps of Coventry Cathedral during the awards ceremony at Lanchester Polytechnic.

continued from opposite page

posed by the polytechnics in the context of the institution as a whole; the qualifications and experience of the staff; the course *admission requirements, curriculum,* syllabuses and examination arrangements; the facilities for conducting the course. Under the terms of its charter, the council is charged with ensuring its degrees are comparable with university degrees.

The rigorous examination of a course proposal is conducted by one of the council's numerous subject boards, members of which are drawn from universities, polytechnics and other institutions of higher education and from industry and the professions. When the course scheme has been considered, it is usual for members of the board to visit the polytechnic to assess facilities, but particularly to discuss the educational soundness and implementation of the course in some detail with staff.

In 1974-75 some 51 per cent of courses were found worthy of approval, usually for a period of five or six years, following which they are subject to a customary review to ensure standards are maintained.

Once approval or renewal of approval of a course has been given, the polytechnic has the same freedom as a university to admit, teach and examine students, subject to the appointment, with the agreement of the council, of one or more external examiners.

CNAA also conducts a review every five years of the fitness of each polytechnic to operate courses leading to the council's degrees. In the course of this review, the council party investigates the arrangements made by the academic board for planning, running and monitoring courses; the opportunities for staff development and research; the library and learning resources, including computer capability, and no less important the communal, welfare and counselling service for students.

All told, the stringent procedures of the council can be a daunting experience for the ill-prepared, but are designed to ensure that good ideas—of which there are in short supply in this world—are implemented effectively in the interest of students. Despite such rigours, there is a large measure of agreement that the dialogue between the council's subject board and the staff who have devised the proposal is of immense value. Many university members of subject boards think it would be salutary if university courses were subject to similar scrutiny.

The role of the polytechnics in their partnership with CNAA is illustrated by Lanchester Polytechnic which was fortunate in having as its first director, Sir Alan Richmond, the educational architect of the Lanchester College which opened in 1960. Sir Alan was widely known as setting himself and his colleagues the highest standards in educational management and academic affairs so that when the polytechnic was designated in 1970, it was already offering some 25 CNAA degree courses.

Members of the academic board and its committees were already well experienced in accepting collective responsibility for the formulation of corporate policies and for the planning and operation of courses. The system of planning, internal validation and monitoring of courses introduced at Lanchester in the late 1960s and now refined to the needs of a large institution with some 3,500 full-time and sandwich course students and 1,700 part-time students, is reasonably typical of polytechnics. This system, together with the quality of staff, is vital to the role of the polytechnic in maintaining academic standards.

The main task of preparing a detailed proposal for a new course in accordance with the requirements of CNAA falls on a course planning committee appointed by the relevant faculty board(s). The planning of a course involves progressive refinement in matching curriculum design, syllabuses and assessment arrangements to carefully defined aims and objectives. This process will take a year at the very least, and is initiated only after the academic board, through its steering committee, has agreed to the need for the course in the context of the polytechnic's development.

The detailed proposal, including resource implications, is considered by the relevant faculty board(s) which includes some cross-faculty representation. Following board approval, the proposal is submitted to the steering committee which among other things, acts as a course approvals committee in reviewing the course scheme in terms of broad educational issues and resources implications. This committee does not claim to have the expertise to make a judgment on syllabuses and the finer details of the course.

Accordingly the full documented course proposal is examined by a course validation working party which includes at least two members from outside the polytechnic, with appropriate academic standing. Although this working party is not a replica of a CNAA subject board, it can subject a course to an invaluable examination.

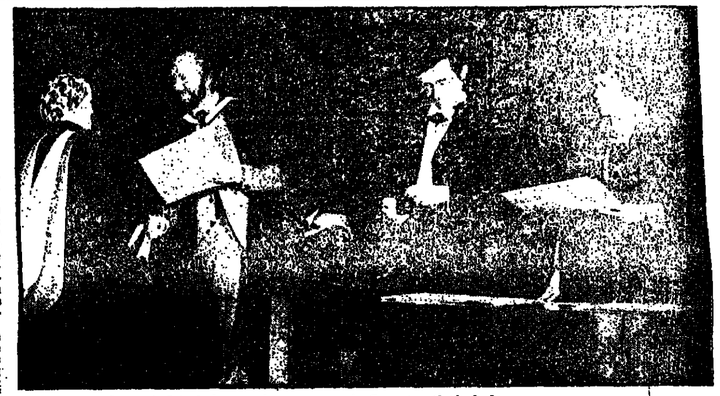
Once a course is approved by CNAA, a course committee comprising all staff teaching on the course and three or more student members is collectively responsible for the operation of the course, executed under the leadership of the head of department as chairman and the senior course tutor (course leader). The committee is required to submit an annual report on the course to the faculty board which reviews all courses within its jurisdiction and submits a report to the academic board drawing attention to any particular difficulties.

The faculty board also receives the confidential minutes of the course examination committee to which the external examiners belong. The system provides for continuous monitoring of a course so that when renewal comes up after five years, the course may be appropriately revised.

Professor Jevons in his admirable book *The Teaching of Science: Education, Science and Society* reminds us that the academic standard of a degree is not fixed by an absolute criterion, be it the content of the degree course, or the specialist expertise required by the graduate in employment. It is a mistake therefore to take as absolute what is really relative, although the prime considerations in assessing standards are the abilities, skills and attitudes developed by the graduate as a result of three years —or in the case of a sandwich course four years—of hard mind-stretching work.

Nevertheless, in judging the standards and effectiveness of polytechnic courses against the acceptability of students for employment, the recent reports of the Central Services Unit for Careers and Appointments Services show that there is no significant difference between first destination and employment of graduates from universities and polytechnics. In this sense, the polytechnics can fairly claim to be upholding the high academic standards of which universities are justifiably proud.

Dr Maurice Foss is acting deputy director and dean of the faculty of applied science Lanchester Polytechnic.



The 1975 Lanchester Polytechnic awards ceremony in Coventry Cathedral.

Links with the community

By J. C. Holliday

Most polytechnics are in cities for it was and still is the intense activity of the city which provides the stimulus for their development. The traditions are those of education and training of direct relevance to the local community, traditions also best wrought in the past by many universities. Today the universities are financially and politically independent of the city and the links are thereby weakened.

The polytechnics, on the other hand, are directly controlled by the local education authorities and this brings directors, staff and students into immediate contact with officers and politicians of the city.

The influences on polytechnic activity are easy to see, especially when the sites of both town hall and polytechnic are central. When distances are short, meetings are frequent, and when there are common internal telephones it is easy to discuss problems with city politicians and officers.

This close connexion obviously fosters responsiveness by the polytechnic to community needs. Conversely, one needs to be taken that control or interference with academic standards is not encouraged.

Perhaps the most widely known result of the link between polytechnic and city is the system of part-time vocational courses offered across the country. These range from courses in engineering of all kinds, depending upon the activities of local industry, to the arts and crafts which, through the amalgamation of colleges of art with colleges of technology, made the polytechnics truly poly in their activities. Management is another area which develops strong links between education and many industry, and medical laboratory courses provide contact points between academics and the health service.

Many courses do not travel. One example of the link with local industry is where manufacturers exporting machinery offer a training package undertaken at the local polytechnic.

In addition strong links are maintained with schools and these extend beyond the boundaries of the polytechnic's "home" i.e. There is still a lack of knowledge in the schools (and among parents) about the role of polytechnics, which, as a group and individually, have not so far succeeded in getting the message across and properly understood.

Our annual programme of schools liaison activities at the Lanchester includes a careers conference, conferences for sixth formers and top 14 to 16-year-olds, study weeks and of course visits to schools by members of the academic staff. The trend is to take this activity further down the age group, so as to give school subjects provide students with the kind of education and training

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Which one will fit them for their future?

Students generally have a broad idea of how their individual aptitudes can be fitted into satisfying and rewarding careers. But they probably don't know the specific job they'll really want to do in three years' time.

The problem of course selection is the first hurdle in their career planning – and it's coming too soon.

The key to this problem is to decide on the area within their general discipline and then talk to a university or polytechnic which offers desirable option courses – Sheffield City Polytechnic, for instance.

Let them talk to Ted Mears, who heads our careers and appointments service. His team know the employment opportunities in most fields and what some job titles really mean. And if it is the right sort of job, they know for which qualification to aim.

The Sheffield City Polytechnic, with over thirty teaching departments grouped into seven Faculties – Art & Design, Business & Management, Engineering, Science, Social Studies, Education and Humanities – offers over forty first-degree, higher-degree and post-graduate courses, as well as HND and professional courses.

Excellent student support services take care of accommodation, medical needs, student counselling, sandwich course employer liaison and demonstrates an interest in the individual which belies the size and scope of one of the country's biggest Polytechnics.

SHEFFIELD CITY POLYTECHNIC
For advice on courses and related careers contact Mr. Ted C. Mears, Sheffield City Polytechnic, Pond Street, Sheffield S1 1WB.

The Production Engineering department at the Lanchester, like most other departments, puts on a demonstration for parties of school pupils attending one of the annual sixth form conferences.

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which will provide for later employment.

Schools are involved in other ways. There are school-based community projects in such areas as aids for the handicapped, the design of toys, problems of immigrants and problems of local planning. Computer services are offered to schools and school orchestras are invited to play in the polytechnic on a city centre site where the public may attend.

A great many formal and informal extra-curricular activities take place. There are films made with local communities and environmental studies carried out with community and political involvement. In Coventry the adult literacy campaign has 85 tutors helping 120 students. By no means all the tutors are polytechnic staff; the majority are local people, helping other local people under polytechnic auspices and with the polytechnic acting as a catalyst.

Another sort of joint venture is the recent report on the abuse of alcohol among young people in Coventry. The Council on Alcoholism asked the polytechnic for help to research the problem and this was done as a practical student project under the direction of an expert from the council.

The provision of halls of residence for polytechnic students is lamentable compared with universities. Several polytechnics, in association with the local authority have been active in the acquisition of houses for conversion to let to students. The resulting location of student groups within residential areas brings some problems, but also a sense of community responsibility and a recognition by the public of the problems of young people.

In a scheme organized by a member of the Lanchester's academic staff, the corporation lets a derelict house for a peppercorn rent to the Cyrenians. Students rent the house, repair and decorate it, the initial rent payments meet the cost of materials and thereafter go to the Cyrenians to help run their night shelter for single homeless people in the city. Part of the agreement is that students should help to staff the night shelter.

The motivation of those concerned is an important part of developing self-help activities, something which needs active encouragement by government to provide resources, employment and self-respect in dreary inner city areas. A great many other students also become directly involved in caring for the handicapped, deprived or homeless.

Research and consultancy is another wide ranging activity which brings polytechnics into touch with a large section of the city. Building and civil engineering, chemistry and metallurgy, environmental planning and other departments are all involved with local problems whether finding the best coke to fire engines or, in Leicester, [illegible] research between the polytechnic and local authority on a strategy for the economic future of the city. In some of these areas consultancy is also developing with nearby universities.

The future role of the polytechnics is closely bound up with the control, whether by local authorities, the Council for National Academic Awards—which offers the degrees—or the Department of Education and Science, which allocates capital resources and controls advanced courses from a resource point of view.

Many of the local interests in polytechnics with courses and activities of a cult to sustain in the face of economic pressures, in particular pressure for the reduction of public expenditure by local authorities. While authorities can rely on continued voluntary effort, the situation for staff in polytechnics becoming increasingly difficult. Much is going to depend on a clear-sighted view from government of the role polytechnics are expected to play. Probably most staff want that continued strong involvement with the community should be a major objective by central government, local government and the polytechnics themselves.

J. C. Holliday is Head of Department, urban and regional planning, Lanchester Polytechnic.

Sorting it all out

Tim Albert on the student services section

Can't concentrate? asks the bright red poster. Feel like dropping out? Drinking too much? Girl friend finished with you? See the student counsellor, it suggests, who may be able to help you sort it all out.

Polytechnic student services along one corridor with a common entrance, the section consists of four part-time doctors, a student counsellor, three careers and three accommodation officers, an administrator, a chaplain, and vacancies—currently frozen—for two nurses and another student counsellor.

It is a busy and useful section, but as the polytechnic's director admits, it is hopelessly understaffed. And in the current financial climate its members seem to have—if not yet low morale—at least some considerable concern over just how they will cope in the near future.

John East is the student counsellor, a former minister of the United Reform Church and former probation officer. He has been in his present job for four years. Many of the 200 students a year he sees have problems—perhaps legal, perhaps about their courses—that can be cleared up quickly, but others come for regular hour long counselling sessions.

"The three years at college tends to be that period of late adolescence/early adulthood where emotional and social development is beginning to reach a crisis point where values, attitudes and character are beginning to take their final form", he says.

A number of students come to him with study problems. "At the beginning of the year, people come because they find the style of learning very much different. . . . But as the years goes on you have those who are falling behind. . . . As examinations themselves, there is always a small proportion—last year it was about 3%—who have to leave the examinations themselves." (Unofficially he is allowed to use an "injury time system", and take students back to finish off once they have recovered.)

Then there are personal problems. "You get transitional problems like homesickness or coming to terms with a new way of life. Another common problem is trouble over a personal relationship, and sex is very much an area of concern. One or two have problems concerned with alcohol, but not with drugs—that doesn't seem to be much of a problem any more. And of course there's a small proportion of neurotic and psychotic."

A few doors down the corridor from John East is the small suite of rooms used by the three doctors, who give a total of five two-hour sessions a week, of which four are psychiatrically based. (A fourth doctor gives another two sessions a week at the polytechnic's other site at Rugby.)

Dr Richard Finlayson, who has a postgraduate degree in psychiatry and who is a partner in a general practice in the city, has been taking some of these sessions for 11 years. "It's more important here to pick up the relatively minor things, like anxiety over a love affair, because if you're a student with the student counsellor. "Basically we have the same role, though I can do medication, which he doesn't, and he can intervene socially. But we do have two distinct images. Some people's perception of psychiatrists is medical way.

Anderton there are some problems which are peculiar to polytechnic students. "You get people who really wanted to go to university who say, 'I'm a failure,' and although they're on a good course and they're going to get a good degree they feel they're failures." And you get a lot of those people who didn't get in originally because they didn't get good A levels for emotional reasons.

"Then you have first-generation students who are finding the whole business of changing from one culture to another very difficult. I think you get higher proportions of these at polytechnics than at Lanchester does have the advantage of being a city centre campus. This avoids a lot of problems like 'more of a real world, and less of a hothouse.'"

He says he keeps in close contact with the student counsellor, and they work as a team. "We have a weekly meeting to discuss students we're both seeing, and we have a joint filing system. We're also in touch with the careers people, and we have a joint interest in the chaplain's activities."

Careers officer Sandy Bladen made by students at the end of their course, but to this must be added a whole range of part-time courses for those already immersed in the world of work. In a more subtle way it permeates the whole provision of courses: thus one is unlikely to find in a polytechnic a course which pursues a discipline for its own sake; rather they are directed towards particular roles and areas of activity in later life, compared with the arts in universities. It represents the tradition of creation, doing, and practice as opposed to the university tradition of observation and criticism. For instance, a university course on films will concentrate on contemplation and criticism as an art form, whereas a polytechnic course will be directed towards the creation of films.

Not all graduates from a polytechnic course fall automatically into a particular occupation. Life is too variable for that and the courses themselves are in general broad enough to provide as great a flexibility for future careers as any university course. But because of their orientation they lead more naturally into the world of work, and graduates experience less often the loss of direction and frustration, which is often the outcome of too academic a course.

As an engineer who has taught in universities for most of his life, I often feel that the polytechnic extends the aims of engineering education into other subject areas. After all, engineering is essentially geared to the large world of work, and is concerned with creation, problem solving, and getting things done.. But even here there is a difference between the universities and the polytechnics, although naturally there is a shading between the two general groups.

University faculties of engineering have been influenced by the general ethos of universities and have developed and transmitted the ideals of academic research and scholarship. They have moved towards applied science and away from engineering. There is much of value in these ideals, but it is doubtful whether they are in the best interests of British industry and the economy.

They tend to divert the most promising of men into becoming backroom boys, rather than projecting them into the most urgent and challenging of industrial occupations. On the other hand, the sandwich course, which the polytechnics share with some university faculties of engineering, plays a distinct role in orienting students to the real problems of industry. There is also a conscious effort on the part of the polytechnics to gear the content of the academic portion of the course towards engineering as opposed to applied sciences.

Nobody in their right mind could claim that the polytechnics are all good and universities all bad. They are similar for such a view. Nor could it be claimed that polytechnics are any better at achieving their aims than universities. The polytechnics are too young for that and many of the universities have been at it for a very long time.

But the polytechnics have chosen a different ethos and emphasis, which is connected with the world of work. They have broken loose from some academic traditions, regarded by many as sterile, and set off on a new journey. Such is a difficult process. The journey will be full of excitement and never end, but progress has already been made, and it is of immediate benefit to many students and society at large.

Dr W. B. Palmer is Dean of the Faculty of Engineering, Lanchester Polytechnic.

Lanchester Polytechnic's Priory Hall of Residence and the Student Union from the steps of Coventry Cathedral.

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The world of work

By W. B. Palmer

On growing up everyone must move from the world of education to the world of work, although in many ways education and work are not separable. In one sense, all educational institutions are a preparation for the students' future contribution to society. In many spheres our universities have always been called upon to play and have played a conscious and specific role in this respect, as exemplified in particular in the professional faculties. In what way do polytechnics differ?

There are traditions within our universities, and perhaps most strong of all is the pursuit of knowledge for its own sake by students and staff. This tradition is coupled with a certain conscious withdrawal and independence from society at large (or at work) in order to achieve a contemplative objectivity, and is founded on the belief that fundamental educational values are achieved by the intellectual discipline of a subject. Thus it is often held that the irrelevance of the content of most university degrees to a student's ultimate occupation is of no import, and that the fundamental educational objectives of teaching a student to think is achieved nevertheless. But men have learnt to think about different things in different ways.

The polytechnics have developed from technical colleges (as indeed have many of our universities), art colleges and training colleges. In doing so, however, they have sought a different ethos and aim. Rather than seek a semi-monastic delay in the students approach to the world of work, they take delight in the interpenetration between education, work, and the students' future role in the bigger world. This is founded on the belief that, for many purposes and for many people, such an approach can lead to a wider education and a wider contribution and fulfilment in later life.

This interpenetration takes many forms. In a direct way the best known example is the sandwich course, but to this must be added a whole range of part-time courses for those already immersed in the world of work. In a more subtle way it permeates the whole provision of courses: thus one is unlikely to find in a polytechnic a course which pursues a discipline for its own sake; rather they are directed towards particular roles and areas of activity in later life, compared with the arts in universities. It represents the tradition of creation, doing, and practice as opposed to the university tradition of observation and criticism. For instance, a university course on films will concentrate on contemplation and criticism as an art form, whereas a polytechnic course will be directed towards the creation of films.

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Dr W. B. Palmer is Dean of the Faculty of Engineering, Lanchester Polytechnic.

The Lanchester Wave Power Project, subject of a "Tomorrow's World" BBC TV programme with this one-fortieth scale working model, is an example of the polytechnic's involvement in research and development with industry. It aims to extract electrical energy from the sea's waves on a commercial scale and to a commercial development schedule.

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Compared with some polytechnics, Lanchester is quite well off, with about 30 per cent living in polytechnic houses or halls of residence, and another 13 per cent living at home. Even so, Mrs Wilson estimates that at the beginning of each academic year she has to find places for about 1,500 students. "It's a nightmare", she says.

The traditional landladies have become noticeably less popular with students", she says. "I think young people have far more freedom nowadays, even at school, and like to branch out and look after themselves. But of course they have to compete on the open market for accommodation. And it also means that some of them leave their lodgings after a few weeks, often to go to an inferior place, and leaving the landlady with a vacancy which she had been holding for us all over the summer." But so far all students have been housed somewhere—although this year 20 of them had to be billeted in guest houses for the first few weeks of term.

The remaining two members of the student services team are Mrs Eileen Dales, the administrative assistant, and Graham Hardwick, the polytechnic chaplain. Mrs Dales, a former personnel supervisor at Sainsbury's, has a variety of tasks, including the administration of the section, trouble-shooting over those students grants which fail to arrive, liaising with the students' union, and helping to look after the provision in the polytechnic for handicapped people.

Graham Hardwick, who is also youth chaplain at Coventry Cathedral just across the road, runs a lunchtime discussion group for the staff, a small number of general studies courses, and, like the others, is just available to talk and listen. "I don't believe in shoving religion down people's throats", he says. "But people know I'm a clergyman and they know I'm here. If they want to come and talk about religion then that's OK with me. But if they want to use me as just somebody they can talk to about anything else, then that's fine as well."

Most members of the student services unit seem to share some degree of concern over the future of the section. Administrator Mrs Dales: "We shall always have problems until we get a nursing sister", and adding later: "I used to take work home but not any more. It was just getting too much." Careers officer Sandy Bladen would like to do, but we don't have the resources." Dr Richard Finlayson: "What we have here is a good model. But if the number of students increases then we will have to have more resources."

Student counsellor John East seems most anxious of all. "Our main problem at the moment is that the polytechnic is burgeoning in size", he says. "They say they have got to get staff ratios up to 10:1. But with all the plans, there is no mention of back-up facilities—and this is a source of anxiety for us."

In order to relieve some of the pressure he has started to hold group counselling sessions, and he plans to encourage the network of personal tutors throughout the polytechnic to take a more active role. ("But one of my problems is communicating to them that the polytechnic experience is meant to be a whole one—intellectual, emotional and social. They tend to emphasize the intellectual side only.") He says: "If the polytechnic continues to grow I shall be overworked. It's not so much a question of chronological time, but rather of emotional wear and tear. Just coping with the volume of people coming along is placing increasing stress on me and my staff."

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The state of the union

By Tim Albert

An extremely rapid growth over the past few years lies at the root of the majority of the problems of Lanchester students' union, according to this year's president, Mr Phil Dunn. A former social studies student, he says: "From a small unprofessional organization we have grown into a very large one with a wide range of activities. For the students this means an increase in the bureaucracy of the place. There has always been some delineation between the executive officers and the ordinary members, but it's much more difficult to combat that now".

When Phil arrived at the Coventry site four years ago, the students' union premises consisted of one bar, one office (into which the whole of the executive had to squeeze) and one television room. Now they have four floors of a building which used to contain a dining area—and which now has three bars (one with murals from *Lord of the Rings*), a large hall, a union shop (selling anything from insurance to Biros) a print room, a whole suite of well appointed offices, and a deep carpeted committee room (formerly the director's dining room). There are also premises on the Rugby site —including hall, offices and shop.

Four years ago there were just two full-time union employees. Now, with a turnover of £250,000 a year, there is a staff of 20, including a finance officer, an administrative and a finance assistant, secretaries and typists, two shopkeepers, a storekeeper, and a bar staff of six.

Four years ago there was just one full-time sabbatical union post, that of president. Now, apart from Phil Dunn, there is a full-time deputy president responsible for welfare problems; a secretary, responsible for administration; and an external affairs officer.

"In any large organization there are difficulties in effecting mass communications", says Phil Dunn. Accordingly he hopes to enlarge the role of the relatively new position of union communications officer, and would like to see a more active role for *Phoenix*, the student newspaper. He also hopes to bring in a number of political plays from outside on subjects like racism and Northern Ireland. And he wants to draw up a staffing development programme and management manual outlining the management structures—and the limits of responsibility.

He also says that the problems of the union are exacerbated by the fact that the polytechnic is mainly based in the centre of Coventry. "Something like 13 per cent of students are home-based", he says. "They obviously have their own lives and their own relationships already established. Otherwise people here tend to relate to their departments anyway, and it tends to be nine-to-fiveish. This is all obviously a disadvantage from the students' union point of view."

Another problem comes from the fact that 600 students, mainly engineers, are on another site some miles away at Rugby—and likely to be so for another two years. This brings a communication problem of its own, and the union are thinking of hiring regular coaches to try to bridge the physical gap. It also belongs a constitutional problem in that—to get the union general meeting to come to any decision—meetings must be held on both sites, the votes for and against counted at both, and the final results totted up and compared. It takes time and effort.

"In development terms the polytechnic is going to experience extreme difficulties", says Phil Dunn, "basically as a result of the public spending cuts. Originally it was to be a polytechnic for 10,000 students by 1981; instead we're going to have 4,850. We were promised a new students' union building, a new sports hall, a new hall of residence and new teaching accommodation. But this year's been cut right back. And other problems have arisen: the constant struggle to get more students—and other people—suitable living accommodation, and to get a nursery.

"I think I'm being realistic in saying that things are going to be very very difficult over the next few years because of the present expenditure cuts. Very optimistic development plans have been knocked on the head. One of the major criticisms of the polytechnic is that it is not formulating educational arguments. This is an educational institution which exists to educate people but at the moment it is too concerned with financial constraints—and educational standards are bound to suffer."

Not quite the same scene

Scottish higher education presents a picture complicated even by English standards. Iain Thorburn unravels it.

The term polytechnic has no real public currency in Scotland outside Glasgow—and there it means a big shop. In some colleges staff and students use the term freely in its English sense: Glasgow College of Technology, for example, considers itself a polytechnic type of institution. But the only polytechnic listed in the Glasgow phone book is Lewis's Royal, the big shop that defined polytechnic for generations of Glaswegians.

At a more formal, official level, Glasgow College of Technology was refused permission to use the word polytechnic in its title. Basically, this was because, though the college might seem to an English visitor very like a polytechnic, the Scottish system is different, and so its terminology must be different too. Lewis's Royal is the only polytechnic in Scotland, officially and unofficially. And it does not sell degree courses.

Glasgow is quite a good place to look at Scottish public sector higher education, because it has a wide range of institutions, which between them cover most of the standards. The visitor arriving at Queen Street station and looking for Strathclyde University, which is nearby, is just about as likely to find the Central College of Commerce, Glasgow College of Building and Printing, Glasgow College of Technology, or Glasgow College of Food Technology. They are all near, even adjacent to each other and they look alike.

All of these institutions, except Strathclyde University, are run by Strathclyde regional council. The confused visitor, if he were looking for one of the local authority colleges, might find himself directed to Strathclyde University, which was the Royal College of Science and Technology (or the Tech before being translated from central institution to university status post-Robbins.

So there, in a small area of the centre of Glasgow, we have a clutch of local authority colleges operating at different levels with different areas of specialism; and a university that used to be a central institution, that is, part of the public sector of tertiary education. If the visitor is bemused, how does the formal differences which have to be remembered.

The most important is that in Scotland the universities traditionally and still play a much larger part in higher education, and take in proportionately more students, than do the universities in England. The place of the public sector tertiary colleges is correspondingly reduced when the two countries are compared.

The other differences arise from an apparently contradictory proposition. The Scottish colleges have developed earlier, or gained official encouragement earlier, in Scotland. At the turn of the century a national system of FE was instituted through the setting up of central institutions—colleges run by boards of governors and responsible directly to the SED. These now include a variety of apparently monotechnic colleges—colleges of art, textiles, agriculture—but also three of the half-dozen or so colleges that think themselves like polytechnics. These are Robert Gordon's Institute of Technology, in Aberdeen, which has absorbed the local art college, Dundee College of Technology and Paisley College of Technology.

The central institutions in Glasgow and Edinburgh became Heriot-Watt and Strathclyde universities. And it was that development which coincided with, or perhaps made room for, the growth of the local authority FE colleges on the English pattern which has in a few years produced Napier College of Science and Commerce (in Edinburgh) and Glasgow College of Technology. Ten years ago these were local techs, now they are like the big-time central institutions; colleges which offer a variety of courses up to and beyond degree level.

Some of the central institutions, the agricultural colleges for example, have long-standing and close links with the universities; some formed new links to provide degree courses in architecture; some worked through CNAA. The Scottish equivalents of BEC and TEC were set up.

Briefly, some courses became degree courses, some remained diploma courses—and the difference would be hard to explain to a stranger. Some colleges which are central institutions went into the big-time degree work, some did not; local authority colleges, ditto.

No government, surely, would have invented such a system. The range and variety of courses is about as complete as it could be, but there is no simple rule-of-thumb to help the newcomer out of the terminological jungle. The NUS wants the whole thing simplified—the colleges of further education, the central institutions, colleges of education and all the rest brought, with the universities—under one tertiary education umbrella, responsible to the Scottish Assembly.

But, assembly aside, the issues here are not much different from those in the rest of the United Kingdom—how to fill science and technology places, in whatever institution at whatever level; how to open up the post-school system so that it attracts the working class and, of course, money.

The public sector of tertiary education in Scotland, as in England, was supposed, according to the 1972 Tory White Paper, to expand relatively more rapidly than the university sector. But now the squeeze on the colleges of education at the start of the new cuts is too early to say how it will affect recruitment to other sectors in the public sector, or into the universities.

The SED and the Scottish central institutions publish useful booklets setting out the courses available in non-university further and higher education in Scotland. The SED booklet has more than 80 pages, the central institutions' list *no more than 30.*

There can be few people in Scotland, few careers teachers, even who have mastered this field in all its complexity. And for all the attractions of variety — and merits of centralization and manpower planning — the complexity of the system is surely a disincentive to prospective students. Most people have a rough idea of what a university is, and most qualified school-leavers an idea of what a polytechnic/central institution is. But a boy in a big shop, who could be escaping from a new university to a tech/school, and CNAA degrees, which might be equivalent to HNC certificates and diplomas and might become degrees and so on, the rest are still a bit esoteric. No wonder is not, as so many of the public sector suggest, that the contribution of the colleges is not sufficiently recognized, but that they get as many students as they do.

WEST LONDON INSTITUTE OF HIGHER EDUCATION
Borough Road
Chiswick Polytechnic
and Maria Grey
DEGREES
(full-time and part-time)
in
ART/ENGLISH
ART/FRENCH
ART/GEOGRAPHY
ART/HISTORY
ART/MUSIC
ART/RELIGIOUS STUDIES
EDUCATION
ENGLISH/FRENCH
ENGLISH/HISTORY
ENGLISH/LINGUISTIC
ENGLISH/MUSIC
ENGLISH/RELIGIOUS STUDIES
ENVIRONMENTAL SCIENCES
FRENCH/GEOGRAPHY
FRENCH/HISTORY
FRENCH/MATHEMATICS
FRENCH/MUSIC
FRENCH/RELIGIOUS STUDIES
GEOGRAPHY/HISTORY
GEOGRAPHY/RELIGIOUS STUDIES
HISTORY/MATHEMATICS
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Further Courses in:
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(Community Nursing)
MANAGEMENT STUDIES
SOCIAL STUDIES
(Social Work)
Applications to:
Alec Scott Principal
(Admissions)
Lancaster Annexe, Borough Road
Isleworth, Middlesex TW7 5DU
Telephone 01-560 8141

NORTH STAFFORDSHIRE POLYTECHNIC
FACULTY OF MATHEMATICS, STATISTICS AND COMPUTING
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3. Higher National Diploma in Computer Studies. Minimum entry qualification 1 G.C.E. 'A' level.
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5. Degree in Computing Science with a Modern Language.
6. Honours Degree in Information Systems.
7. Honours degrees in new minimum entry qualification 2 G.C.E. 'A' levels in Mathematics, Statistics and Computing.
8. Bachelor of Arts in Computing Science; B.A.E.D. grades available for suitably qualified applicants.
Further details from: Admissions Office, North Staffordshire Polytechnic, Beaconside, Stafford.

GRADUATE OF THE ROYAL INSTITUTE OF CHEMISTRY
1 YEAR FULL-TIME
(Entry with Grad RIC Part) or a Degree in Chemistry
2 YEARS FULL-TIME
(Entry with HNC in Chemistry
3 YEARS FULL-TIME
(Entry with A level Chemistry or ONC Sciences.
The three courses above are approved routes to becoming a Chartered Chemist, Chartered Scientist or Chartered Engineer.
Further details from: The Admissions Registrar, North Staffordshire Polytechnic, Stafford.

Vehicles for propaganda or a living art form?

by Peter Green

...sters: Old And New
...e filmstrips, two cassettes with ...ated transcript.
...V Ltd, Butterley Street, Leeds ...10 1AN, £11.70 (single filmstrips ...y be bought seperately).

...sters can be seen as the dynamic ... of the streets, as vehicles for ...paganda or advertisement or as ...ces of art. They have many ...ctions, including the current ...ue as art prints and domestic ...oration. Posters are alive and ...ing well. They are a living art ...m.

...n attraction of this sound film-...rip is that through the study of ...ster design other topics can be ...amined. The poster graphically ...icts facets of changing social ...ditions and documents history, ...shions and fantasies, all of which ...vide a basis for alternative study ...d links with other subjects.

This American presentation consists of two filmstrips comprising 60 separate frames with accompanying cassettes. There are no teachers' notes or follow-up reading lists though a transcript of the narration is provided.

The filmstrips make an historical survey of the poster from the mid-nineteenth century to the present. ...sters came into their own when ...ual images were used to promote ...s. There has always been this ...ast divide—between money and ...sthetics, and between fine art and ...s-produced popular arts which ...ver the commercial force of ...dustrial societies.

The filmstrips demonstrate this division and part one is strong on fine art, illustrated with well known examples. We are taken through the development of lithography as an art process and encounter artists and major art movements—Laurier, Braque, Beardsley, art nouveau and German expressionism.

The balance is initially worrying, too much fine art and no sense of the popular power of the poster. Gradually, with glimpses of beautiful Currier Ives prints and the Beggarstaff posters, the scope broadens.

The second strip is generally international in flavour, avoiding a narrow American approach and presenting a wider view of poster history—though early on one might be led to believe that lithography started in America. The second strip begins with late eighteenth-century American posters, superb examples showing the tradition: unselfconscious communication at its best. The anonymous popular posters have a freshness and impact which the fine art examples rarely achieve.

The social, commercial and political functions are shown, and the roadside billboard discussed. As road surfaces improved and car engine power increased, roadside posters had to be read much more quickly. Such influences on poster design are well conveyed as are *developments like the growth of* corporate advertising, the poster as a vehicle for protest and the current vogue for posters as decorative prints.

A discordant note is struck by the commentary cassettes. The visual material is intelligently put together and appears suitable for fifth or sixth forms who, however, would be unlikely to like the style of the commentary. The music tries to turn the filmstrips into grand dramatic film performances and the pace and style of narration is variable in quality, often obtrusive, and contributes very little to the package as a whole.

Posters by James Pryde and William Nicholson for "Hamlet" and by Ben Shahn for the Container Corporation of America.

Harmonious illustrations

by Robin Maconie

Pop Music In School
Edited by Graham Vulliamy and Ed Lee.
Tape recording of music illustrations for the book about 50 minutes, £5.50 (reel), £4.50 (C60 cassette).
Cambridge University Press.

If you have read the book reviewed in the *TES* (October 15), now hear the tape. It confirms the vital contribution that pop music taught by sympathetic teachers can make to young musical development.

The examples recorded are taken from practical sessions and are of very variable quality. It is obvious that taping equipment is not enough: there should be some basic instruction for music teachers in setting up microphones, screening and mixing. There is also a need for something like a standard Blumlein set up for group recording, simple enough for teachers to use. However, the interest of the tape goes far beyond that. The sequence of music examples tells its own story, and can be considered and appreciated almost without reference to the book it accompanies.

One discovers, for instance, that the kinds of pop music best suited to unlock youthful inhibitions are varieties of black music—blues, soul, gospel, block drumming. This music is socially and individually expressive of adolescent needs.

One also discovers, perhaps unexpectedly, that these idioms, no matter how familiar, are distinctly influenced by the age and inclinations of the teachers involved. Many of the tracks have an unmistakable mid-1960s feel, both in lyrics and general style.

Drugs and alcohol

Two new leaflets from TACADE, the Teachers' Advisory Council on Alcohol and Drug Education—*Teaching your child about alcohol* and *Drugs Basic Facts*—are intended as information for parents and teachers to help them cope with the drink and drug problems of the young.

Teaching your child about alcohol contains suggestions about changing attitudes, open discussion, and offering drinks to teenagers so that they are not driven to secret drinking. It is concerned about pressure to drink in order to be sociable or to prove manliness. The leaflet also gives information on alcohol quantities and absorption.

Drugs Basic Facts categorizes the main drugs into those bought and prescribed, alcohol and tobacco, as well as illicit drugs. There is a great deal more information on the illicit group but it is encouraging to see the others included.

"Teaching your child about alcohol" and "Drugs Basic Facts" cost 10p and 4p respectively and can be obtained from TACADE, 2 Mount Street, Manchester M2 5NG.

Locking the kiln

A safety locking device for kilns has been introduced by Harrison Mayer Ltd. It will be incorporated in all their new Briteseco Electrikilns and can also be fitted to existing Electrikilns.

The device ensures that the kiln cannot be used until the door is closed and a key turned. The key cannot be removed. This is considered particularly important for Electrikilns, which have exposed elements. The lock adds £50 to the price of the kiln.

Details from Harrison Meyer, Stoke on Trent, Staffs.

Chatter groups

by Elizabeth Matterson

...Cards
...r" and Boyd, 23 Ravelston ...race, Edinburgh. Two sets, 75p

...tter Cards, produced as supplementary pre-reading material to encourage language skills, are part of ...Dominoes Reading Scheme although they may be purchased separately. Each set consists of a folder containing eight cards.

The information on the folder suggests that the cards may be used in school, nursery, playgroup or home, with one child or in a small group. Quite rightly, the suggestions make it clear that it is the children's individual responses to the pictures that are important thing. These instructions can be extended to encourage and reinforce language skills. Most teachers will already have their own collection of suitable material for such work but these cards could be welcome additions. The nicely produced colour photographs are of children mostly in the five to eight year age range and show activities in the home, at school and outdoors which will be familiar to almost every child in that age group, and indeed to most three and four-year-olds.

For adults who lack training and experience in this kind of work, the suggestions on the cards could be helpful. Many mothers already use early picture books with their young children in this way.

An office card index has been adapted by Lawtons of Liverpool for use as a picture dictionary. Called the Readafile, it is made up with vocabulary stamps showing words and pictures which can be fixed to the cards behind the relevant guide letter.

Children and teachers can add words and pictures to the dictionary, and the makers thing it should have a particular application for remedial readers of all ages. The Readafile system costs £17.60 for card size 3in by 5in and £11.60 for card size 2in by 4in.

Further details from Lawtons of Liverpool Ltd, 60 Vauxhall Road, Liverpool L69 3AU.

A new wall tacker which can staple into both hard and soft surfaces, has been introduced by Fordigraph. It can be used to attach paper to boards and walls or paper and cloth to display screens. The firm say that the tacker's no-recoil device ensures safe operation even by young children.

Details from Fordigraph Division of Ofrex Ltd, Ofrex House, Stephen Street, London W1A 1EA.

Mud, yarns and language skills

...-reading Workshop, stage 1, by ...Walker.
...ord-Lock Educational Ltd. £14.50 ...VAT.
...tching Cards, sets A and B, by ...W. Tansley.
...J. Arnold and Son Ltd. £1.20 ...VAT each set.

...Christopher Walker's material develops oral language and training in listening and hearing. The Workshop comprises 12 large pictures, four of which are accompanied by sound ...ape.

...Traditional roles are clearly defined in the pictures. Mother ...shes up in the kitchen while ...er reads the newspaper in the ...; worker leans on his spade in ...e street. However, they are consistent in showing coloured ...ople, supermarkets and yams. ...ese pictures are printed on ...ge paper, they are bright and ...ppealing, not so very different ...om earlier sets. The manual suggests that the children "look ...at the pictures, but this ...s only be possible in small ...ups as details would be missed. It is claimed that the first four pictures encourage the use of nouns and adjectives while the others emphasize verbs. The sounds to be played with the pictures are of varying quality. The sound of feet squelching through mud on a farm should appeal to youngsters, but many of the kitchen sounds are unrecognizable without knowing what they are. Whether those noises succeed in providing experience the children are lacking is arguable, but teachers might take up the general idea if only to encourage children to listen.

Matching "activity and checking" cards on strong cardboard are also provided (the main card is 12in by 9in with smaller ones 2¼in by 2¼in). According to the author this material is designed for sophisticated matching activities which would continue simpler ones with beads, ribbons and other material. It is claimed they can be played by classes or individuals.

The pictures and cassette are intended to give the experienced teacher scope for developing a variety of language skills, and directions for students and beginners in teaching are given. More attention to detail here would have been welcome. Encouraging children to "come out, point and verbalise" about a variety of people stand objects that are "big" or "long", chairs, cooker, cabinet, cupboard and tablemat that are "square" is not helpful, if differentiation is the object of the exercise. Similarly questions of role definition are open to criticism.

There is also some discrepancy in the Tunsley Matching Cards. The 24 cards designed like dominoes have a word in one half and an unrelated picture in the other. The matching sequence, correctly completed, forms a circle of cards. However you already need to know the words to do this. Children who do, play the game quickly and lose interest. Children unsure of the words fail to understand that picture and word do not correspond, match up incorrectly and attempt to use the cards like dominoes which leads to further failure. Cards with words only or pictures only would avoid this problem or separating picture from word would allow for greater flexibility.

Veronica Finch

methods of communication are changing

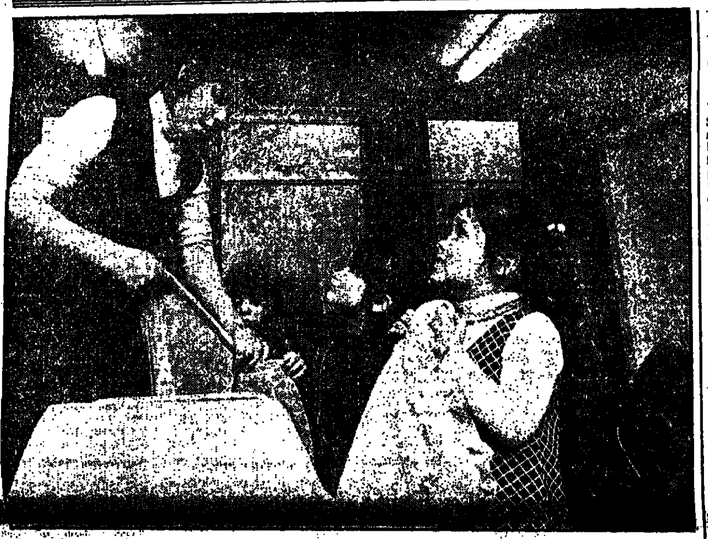
see the latest methods of video communication at
VIDEO 76
THE FIRST INTERNATIONAL VIDEO EXHIBITION AND CONFERENCE
AT THE HEATHROW HOTEL, LONDON AIRPORT
NOVEMBER 10 - 13, 1976
Organised by Emap Exhibitions Limited, Bridge House, Bridge Street, Peterborough PE1 1DW

Ideas, argument, experiences, research

TALKBACK

Teenagers help with playgroup

Derbyshire mothers take up child-care course



A school-leaver lends a hand at a Yorkshire pre-school playgroup.

Tomorrow's parents

Judi Thorpe

It is a cold, drizzly Wednesday morning. A small procession of mothers, toddlers and babies in push-chairs arrives at the local secondary school. Other women and children are brought in by minibus.

Registration over, and about 15 first-year non-examination-stream boys and girls, black and white, arrive, sometimes noisy, sometimes lethargic, sometimes too energetic, carrying footballs and tennis rackets. This important thing is that they arrive to set up and staff a playgroup.

They are some of the most difficult children in the school: persistent truants, delinquents, back in school after a period of detention, on probation, violent. One of the masters had a black eye the other week, and one of the girls in the group was withdrawn from school because of her persistently violent behaviour. She is back now from her spell in the special centre, otherwise known as the "sin bin", and has shown no sign of violence during the mornings she has been in the playgroup.

The childminders form one of the district groups which have been established throughout the area, as part of a comprehensive scheme to improve the standard of childminding. While the secondary school students look after the little ones, the women are free to have a cup of coffee and a gossip. They are also taking part in an informal course on child care, and are encouraged to borrow toys and books from the travelling library.

There are several facets to our work in this and in other secondary schools in the town. The training of childminders was the first concern which arose out of research commissioned by the Social Science Research Council and conducted by Nottingham University Institute of Education's Educational Research and Development Trust. Research revealed that thousands of children all over the country are cared for by women who have no training in the needs of the pre-school child, and who provide inadequately for their charges.

These children, having spent the first five years of their lives in sterile environments, arrive on the infant school doorstep deficient in language, with limited conceptual frameworks and inhibited in many aspects of creative exploration.

Research showed that the childminders needed support, and that they were well provided with toys and had the sense of books, toys, talk and experience that stimulated basic intellectual development, and in most cases stay behind and sometimes lose ground.

They leave school as soon as they can to take unskilled, poorly paid jobs. They start having children of their own before they have grown up properly themselves. The model of child-rearing they imitate is derived from their own childhoods. And so it goes on.

We are trying to provide an intervention point which will help to break the cycle — both in our work with childminders and in the courses for secondary school children.

The participation of the secondary school children in the playgroup is one element of the community education course they take in their final year. Most choose child care because it appears to be a soft option — one that will require no reading or writing.

The first part of the course is spent in the classroom. Sessions cover the needs of the pre-school child and the resource placed on young parents. We aim to inculcate those parents of tomorrow with a realistic idea of what is involved in having children.

Practical experience of working with young children is gained in the playgroup and follows the classroom sessions. While the women and children gather in a room near by, the secondary school children help to get the playgroup ready. They are involved in the choice of equipment and activities, and the positioning of apparatus. Once the room is prepared, the young children spill out into the play room, and their Wednesday morning begins.

As the courses have proliferated it has become apparent that the secondary school children are gaining as much from the opportunities to play as the little ones. It is at first startling to see a six foot lad playing in the Woody house, or taking a turn on the rocking horse. The presence of the small children

Much informal discussion takes place between parents. Attempts at formal discussion following the talk were abandoned were dropped.

The crèche is run by a member of staff and fifth formers from the secondary school. Children start school are introduced to the teacher during the crèche spend some time in the

Relationships and communication between home and school have been improved, according to parents, and results in more useful discussion when the children has taken place. attendance rate remains high (85 to 95 per cent), some mothers coming for a second course when their children are due to start. Non-attenders were contacted between known parents and working mothers. some mothers took the course to attend.

The content of the course is simple and could, if necessary, be taught by teachers with little theoretical background in child development and play development. Emphasis is given on the role of the parent in the home, social interaction and development and parents' role in school, with a section on practical activities. Some discussion is also requested by the parents on services available to families with children with specific problems are outlined.

After three years the course has developed into an integral part of the school's activities. Now in its half "just turned" group is about the course to begin before they received their

Reactions to the course have been positive, from both parents. The crèche was set up although it could not be run without the help of the fifth form school pupils. Although many have experienced difficulties in meeting the needs of two or three children at a time, these were usually overcome by the children who come to the school have the chance to see the activities followed by parents and are supported in the school's efforts.

One of the most frequent comments is: "Bringing the children to school was one of the most enjoyable parts of the course. They are more and their confidence in the teacher and future school is increased." Teachers note that children settle more quickly.

Parents are also keen for more academic aspects of education. One mother commented: "I became more interested in what my children were learning as a result of the course. I now go to parents' evenings at the schools today". There is also a greater interest in the reading skills of children and a better understanding of how children appear to learn to read.

Following the course, which is run by a session covering the role of the health visitor, school medical officer, speech therapist and dentist, parents are invited to become available to help in the school as relieved specific tasks carried out by the parents.

During the past few years the course has been run either once or twice a year. Recently, however, the demand has become so great that one acting head. This year, for example, there are eight similar courses advertised in the individual needs could be met by the infant school.

To meet the needs of working parents, a parent-toddler group has been run at Anthony Gell School for a number of years. This has been very successful with its pupils, and this has also been a success. In common with the nursery course it emphasises the importance of language and play in the development of children. Other courses are planned, including parental clinics and nursery nursing.

Judi Thorpe is training officer at the National Children's Centre, Longcroft Bridge, Huddersfield.

Fostering care

J. Birtwistle

Since January 1973, a course for mothers of preschool children has been running at Ripley county infants' school (a designated social priority school) staffed by the teachers and an educational psychologist. This is part of a wider project begun by the Derbyshire County Educational Psychology Service, which aims to foster in parents and future parents positive attitudes to child care and development. This approach is based on using existing resources and expertise within the school. It may be extended to use the facilities available within any given community.

Our aim is to help parents provide an environment which will assist their children to develop their full potential. We did not have the narrow aim of increasing IQ, but of encouraging positive attitudes towards child care and development. Although problems exist most obviously in the case of so-called problem families, they also exist—though perhaps more subtly—over the whole range of social classes. The programme is aimed at all parents, as all will benefit from a greater understanding of the needs of children.

Parents are often left for the first five vital years of a child's life without reliable guidance. The traditional source of information, the extended family, has been displaced, and parents rely heavily on written advice from weekly magazines or books. The discrepancy between old-fashioned remedies and the child centred approach put forward in the press often makes parents insecure about bringing up children.

These parents need help in making their decisions rather than having decisions made for them. By bringing discussion about children into the open during the courses, parents can build up confidence and experience and decide for themselves which approach to their child is right for them, rather than be forced into actions they do not properly accept or understand.

The infant or nursery school, which often has good links within its community, could be a useful centre for advice on aspects of child development. This is not to say that the school staff should give advice or set themselves up as experts, but rather act as catalysts encouraging discussion with and between parents, or, when necessary, involving other workers—general practitioners, social workers in the discussion.

Should there be demand, a regular six-session course is run for mothers of children due to start school at the beginning of next term. The mothers are given six session dates and informed that a crèche is available if reply is requested and reminders or second invitations are sent, depending on the first responses.

New parents have ignored both letters. The sessions themselves consist of an introductory talk of about 20 minutes, followed by informal discussion over a cup of tea and continuing through a practical session of about 40 minutes, where the mothers make toys and games for their children to use.

Throughout the course there is emphasis on the importance of language and learning through play. The social and emotional as well as the intellectual needs of the child are discussed.

J. Birtwistle is now a educational psychologist for

Classified Advertisements

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Teachers wishing to apply for a post in Scotland are advised to ask the Registrar, The General Teaching Council for Scotland (6 Royal Terrace, Edinburgh EH7 5AF) for information about eligibility for registration with the council.

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Nursery Education

Headships

NEWHAM
(London Borough of)
OSBORNE ROAD SCHOOL
Osborne Road, London E7 0PH
HEAD TEACHER required from the January Term 1977 for this 60 place Nursery School which is organised in separate daily sessions. Closing date for receipt of application forms November 30th, 1976.
Burnham Scales plus London Allowance £405 plus Social Priority Allowance £305 (1976).
Application forms may be obtained from the undersigned and should be returned as soon as possible.
D. J. Wilson, M.A.
Director of Education, Education Offices, Broadway, Stratford E15 4BU.

SHEFFIELD
EDUCATION COMMITTEE
WOODBOURN NURSERY SCHOOL
Required for January, 1977, HEAD TEACHER for this Group 5 school. Salary £4,511 to £4,839 plus £318.
Application forms and further details available from the Chief Education Officer, Town Hall, Sheffield, S1 2HH, within two weeks of the appearance of this advertisement.

BERKSHIRE
SLOUGH CENTRE NURSERY SCHOOL
Slough
Required January, 1977, qualified TEACHER, Scale 2 for suitably experienced teacher, or newly qualified teachers will be considered, £1,050 per annum Weighting. Possibility of council accommodation/removal/lodging allowances.
Application forms obtainable from, and returnable to, the District Education Officer, 48 High Street, Slough. Closing date: 8 November, 1976.

CAMBRIDGESHIRE
CAMBRIDGE AREA
BECKLEY INFANTS' SCHOOL
Cambridge
Applications are invited from suitably qualified TEACHERS for a full-time post at the above school for January 1977. The successful applicant will take charge of a unit of forty nursery children with special communication difficulties (particularly related to language development).
The post may be available to a teacher with appropriate experience.
Further information and forms of application may be obtained from the Senior Area Education Officer, Shire Hall, Cambridge, CB3 0AP (stamped addressed envelope), to whom completed forms should be returned as soon as possible.

CAMBRIDGESHIRE
CAMBRIDGE AREA
PRINCE REGENT NURSERY SCHOOL
Norfolk Street, Cambridge
Required January, 1977, a qualified TEACHER with Nursery training and/or experience to take charge of the Nursery Unit at this school. This is a Scale 2 post.
Application forms obtainable from, and returnable to, the District Education Officer, 48 High Street, Slough. Closing date: 8 November, 1976.

KIRKLEES
METROPOLITAN COUNCIL
FIELD LANE INFANTS' SCHOOL
Milton Street, Batley, WF17 5AH
Required for January, 1977, TEACHER with Nursery training and/or experience to take charge of the Nursery Unit at this school. This is a Scale 2 post.
Application forms obtainable from the Director of Educational Services, Director of Education Offices, Oldgate House, 9 Oldgate, Huddersfield HD1 6QW, to whom they should be returned as soon as possible.

Primary Education

Headships

AVON COUNTY
BRUNDLEY HEATH INFANT SCHOOL
Yanbarn Road, Fishponds, Bristol BS16 6NJ
Applications invited for the HEADSHIP of this School.
Salary in accordance with Group 4. Vacancy from April 1, 1977.
Stamped addressed envelopes for further information and application form (returnable by November 12) from Chief Education Officer, Avon House, The Haymarket, Bristol BS1 2EP.

AVON COUNTY
Applications invited for the post of PERMANENT SUPPLY TEACHER.
Salary in accordance with Scale for Group 4 Heads. Vacancy from January 1.
Stamped addressed envelope for further information and application form returnable by November 12 from Chief Education Officer, Avon House, The Haymarket, Bristol BS1 2EP. Telephone 0272 293301.
James Barton, Bristol BS99 7EB.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
RIDGMONT SCHOOL
Nursery Unit, Ridgmont, Bedford
Required fully qualified NURSERY TEACHER/Teachers as soon as possible or Assistant School Nursery.
Applications immediately to Mrs. D. Fowler, Headteacher, Ridgmont School, Ridgmont, Bedford.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
HOUGHTON REGIS
L. OF H. LOWER SCHOOL
Dunstable Road, Houghton Regis.
Dunstable 862
Required for January, 1977: NURSERY TEACHER (Scale 2) to work in 40 place Nursery Unit open 1.30 p.m. to 4.00 p.m.
The Authority has a scheme for teachers moving into the County to assist with removal expenses.
Application forms obtainable from and returnable to Head Teacher.

DORSET
PORTLAND COUNTY PRIMARY SCHOOL
Near Weydon
Group 5, Roll 148
HEAD TEACHER required from April, 1977.
Assistance with removal and local expenses.
Letter of application form to be returned by November 10) and further details, send foolscap stamped addressed envelope to The Staffing Officer, Education Department, County Hall, Dorchester, Dorset, DT1 1XJ.

DORSET
SOUTH ROAD COMBINED SCHOOL
South Road, Poole
Small on roll, aged 3½ to 12+
HEADSHIP of this Group 4 school, which falls vacant in April, 1977.
There is a Nursery Unit which is an integral part of the school.
Assistance with removal and local expenses.
Application form and further details from the Staffing Officer on receipt of stamped addressed envelope (Labels, Education Offices, Portman House, Richmond Hill, Bournemouth.

DORSET
TOWNSEND COUNTY PRIMARY SCHOOL AND COMMUNITY COLLEGE
Thorpe Road, Portmouth
Applications for HEAD TEACHER, Group 5, Roll 240, to open in September, 1977.
The full plan of the school is for 240 pupils aged 5-11 years, in second phase, to a maximum of 320 pupils, is planned.
The School and Centre is a joint project of the Local Education Authority and the District Council, and the Head Teacher will be responsible for the Community Centre.
Assistance with removal and legal expenses.
Application forms and further particulars (will be posted to stamped addressed envelope) from the Staffing Officer, Education Department, Portman House, Portsmouth PO1 2EB.
Appointment to take effect on September 1st, 1977.
Apply to Correspondent Manager at above address.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ST. ANDREW'S R.C. (AIDED) PRIMARY SCHOOL
Sevenoaks
Re-advertisement
HEADSHIP of this Group 3 school to open in September, 1977.
Applications are invited for the HEADSHIP of the new Catholic Voluntary Controlled School which has some 300 children on roll. The successful candidate will be expected to take up the appointment on 1st April, 1977, if earlier possible. Closing date: 12th November.
Particulars and forms (stamped addressed envelope) from County Education Officer, The Archbishop's House, Decimus Park, Tonbridge, Kent TN9 1TH.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
ST. LUKE'S R.C. (AIDED) PRIMARY SCHOOL
Bowes Road, Northampton
Group 3
Re-advertisement
HEADSHIP as from April, 1977, HEAD TEACHER for this Group 3 R.C. aided school.
Applications are invited for the HEADSHIP of this Group 3 R.C. aided school, which opened in September, 1977, and is now full. This Catholic school serves the Duston Estate.
Application forms and details from the Divisional Education Officer, Hatton Mansion, Bradbourne Road, Sevenoaks, Kent.

LEICESTERSHIRE
HEADSHIP
St. PETER'S C.E. (AIDED) PRIMARY SCHOOL
Wymondham
Near Melton Mowbray
(Approximately 60 children: Group 2)
HEAD required April. Vacancy due to retirement of present Head.
Details on request.
Apply (no forms) with full particulars and names and addresses of two referees, to the Director of Education, County Hall, Glenfield, Leics LE3 8RF, by 16th November (stamped addressed envelope).

LEICESTERSHIRE
FARNDON FIELDS COUNTY PRIMARY SCHOOL
(Approximately 300 children: Group 4)
HEAD required April. Vacancy due to retirement of present Head.
Details on request.
Apply (no forms) with full particulars and names and addresses of two referees, to the Director of Education, County Hall, Glenfield, Leics LE3 8RF, by 16th November (stamped addressed envelope).

LONDON, N.W.1
ST. EDWARD'S R.C. PRIMARY SCHOOL
Eamon Grove,
London NW1 8AG
(Telephone 01-723 6911)
Applications are invited from practising CATHOLICS for the post of HEAD TEACHER.
This is a modern building, Burnham Group 6, under the Trustees of the Diocese of Westminster.
Appointment to take effect September 1st, 1977.
Apply to Correspondent Manager at above address.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
ST. EDMUND'S R.C. (AIDED) JUNIOR SCHOOL
Bective Road, Kingsthorpe, Northampton NN2 6QB
Group 3
Re-advertisement
HEADSHIP as from April, 1977, HEAD TEACHER for this Group 3 R.C. aided junior school.
Applications are invited for the HEADSHIP of this Group 3 R.C. aided junior school, which opened in September, 1977, and is now full. This Catholic school serves the Duston Estate.
Application forms and details from the Divisional Education Officer, Hatton Mansion, Bradbourne Road, Sevenoaks, Kent.

OXFORDSHIRE
COUNTY COUNCIL
FARINGDON COUNTY JUNIOR SCHOOL
Southampton Street, Faringdon, Oxon.
Group 5. Roll 270.
Applications are invited for the HEADSHIP of this Junior School with effect from 26th April, 1977.
Candidates should have a personal record of success in a responsible position in primary school and be interested in the development of the school's community role.
Further details and application forms (25p) from the Chief Education Officer, County Hall, New Road, Oxford OX1 1ND (quoting ref. 1/3) or from David House, New Road, Oxford. Closing date 12th November. Please send stamped addressed envelope.
Applications should be returned within two weeks of the date of the advertisement.

OXFORDSHIRE
COUNTY COUNCIL
WATLINGTON COUNTY PRIMARY SCHOOL
North Street, Watlington, Oxon.
Group 4. Roll 130
Applications are invited from suitably experienced candidates for the HEADSHIP of this Junior School with effect from 26th April, 1977.
Candidates should have a personal record of success in a responsible position in primary school and be interested in the development of the school's community role.
Further details and application forms (25p) from the Chief Education Officer, County Hall, New Road, Oxford OX1 1ND (quoting ref. 1/2) or from David House, New Road, Oxford. Closing date 12th November. Please send stamped addressed envelope.
Applications should be returned within two weeks of the date of the advertisement.

SHEFFIELD
EDUCATION COMMITTEE
GROVES ENDOWED C.E.J. & I. SCHOOL
Required for January 1977 a HEAD TEACHER for this Group 5 school.
Salary: £4,511 to £4,839 plus £318.
Application forms and further details available from the Chief Education Officer, Town Hall, Sheffield, S1 2HH, within two weeks of the appearance of this advertisement.

Other Appointments

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
RIDGMONT SCHOOL
Nursery Unit, Ridgmont, Bedford
Required fully qualified NURSERY TEACHER/Teachers as soon as possible or Assistant School Nursery.
Applications immediately to Mrs. D. Fowler, Headteacher, Ridgmont School, Ridgmont, Bedford.

ESSEX
MONTESSORI NURSERY TEACHERS
See PREPARATORY SCHOOLS Other Appointments.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
HASKARD C.E. (VOLUNTARY CONTROLLED) SCHOOL
Barrow Haven, Nr. Barton-on-Humber
Required for January, 1977: NURSERY TEACHER to open a new Nursery Unit in this school.
Applications are available from, and returnable to the Headteacher at the school.
Closing date for applications: 8th November, 1976.

ilea
Inner London Education Authority

For teaching posts in Inner London

See page 47

Classified Advertisements

The charge for advertising in all classifications is 66p per line (minimum 3 lines).

Display in classified advertisements £3.80 per single column cm (minimum space 9.5 cm double column at £72.20).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to —

The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

by Monday for the following Friday's issue.

NORFOLK
COUNTY COUNCIL
Education Department

HEADS

(1) GEORGE WHITE MIDDLE SCHOOL, NORWICH (Group 6)
(2) TASBURGH V.C.P. SCHOOL (Group 2)
Re-advertisement for

DEPUTY HEADS

(1) BUNWELL C.P. SCHOOL (Group 2)
(2) CLARKSON MIDDLE SCHOOL, NORWICH (Group 4)
(3) HELLESDON JUNIOR C.P. SCHOOL, NORWICH (Group 7)

Previous applications will be re-considered without re-application. Details and application forms from County Education Officer, County Hall, Norwich, NR1 2DL. Only on the receipt of a stamped addressed foolscap envelope. Closing date 16th November.

PRIMARY Headships continued

SUFFOLK
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced TEACHERS to fill the following post:
DEPUTY HEADSHIP
ST MARY'S PRIMARY SCHOOL, BADWELL ASH
Group 4
(Approx 240 on roll)
Vacancy occurs on January 1, 1977.
Application forms should be obtained from, and returned to, the District Clerk, Education Office, Carlton Road, Saxmundham, Suffolk IP17 1AU, on receipt of a stamped addressed envelope. Closing date: November 15, 1976.
Further particulars may be obtained from the Area Education Officer, Education Department, County Hall, Truro, Cornwall.

SUFFOLK
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced TEACHERS to fill the following posts:
HEADMISTRESS: HEADLIGHTFOOT ST EDMUNDS INFANT SCHOOL
Group 3
(Age range five to seven)
Application forms and further details obtainable from the County Education Officer, Education Office, Cromwell Street, Ipswich, (stamped addressed envelope, please) to be returned by 15th November, 1976.

WEST SUSSEX
WESTERN AREA
PETWORTH C.E. (CONTROLLED) FIRST SCHOOL
Tillworth Street
(formerly Sutton Road) (Group 5) for April, 1977, age range five to 10, with approximately 170 children in the area with removal and resettlement assistance in appropriate cases.
Forms and details from Area Education Officer, Ambassador House, Crane Street, Chichester PO19 1PP, to receipt of self-addressed foolscap envelope, closing date 19th November, 1976.

Deputy Headships
Senior Masters/ Mistresses

CAMBRIDGESHIRE
CAMBRIDGE AREA
KING'S HEDGES INFANTS SCHOOL
Cambridge
Applications are invited from men or women for the post of DEPUTY HEADTEACHER (Group 3) as from 1st January or Easter 1977. 385 on roll including a nursery unit which is an integral part of the school.
Application forms and details from Senior Area Education officer, Shire Hall, Cambridge. CB3 0AP (stamped addressed envelopes please) returnable not later than 5th November, 1976.

HUNTINGDON AREA
LITTLE PAXTON C.P. SCHOOL
Little Paxton, St. Neots,
Huntingdon
Required for January 1977, or as soon as possible thereafter, an experienced teacher for the post of DEPUTY HEAD of this mainly new Group 3 School. Previous appointments need not be in this area.
Assistance may be given with removal expenses.
Application forms and further information available from the County Education Officer, Shire Hall, Cambridge, to whom completed forms should be returned as soon as possible.

CHESHIRE
EDUCATION DEPARTMENT
The Civic Centre, Lampton Road, Hounslow, TW3 4DN
LONGLEE ROAD JUNIOR AND INFANT SCHOOL
Longlee Road, Bramford, TW8 9QT
Required for the post of DEPUTY HEAD.
Candidates should be enthusiastic and willing to devote themselves to the wider aspects of school life, having previous Senior responsibility and ideally combined with use of electronic aids are essential requirements.
Salary: Deputy Head Group 7 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application forms, return and returnable to the Head Teacher at the above address.

ESSEX
HATFIELD PEVEREL
COUNTY INFANT AND NURSERY SCHOOL
(Group 3)
Church Road, Hatfield Peverel, Nr. Chelmsford
Tel. : Chelmsford 380230
(Re-advertisement)
DEPUTY HEAD
For April, 1977, at this popular open plan school built in 1970. Teaching practice and part time posts available. Good pupil/teacher ratio and ancillary help.
Forms and details from Area Education Officer, Ambassador House, Crane Street, Chichester PO19 1PP, to receipt of self-addressed foolscap envelope, closing date 19th November, 1976.

GLOUCESTERSHIRE
DEPUTY HEAD TEACHER from 1st January or April, 1977 for Group 3 Aboveworth County Primary School, Aboveworth, Cheltenham. 134 on roll, five to 11 years. Roman Catholic Area.
Forms from and returnable to the Head Teacher. Enclose stamped addressed envelope.

HERTFORDSHIRE
COUNTY COUNCIL
EAST-HERTS DIVISION
LONGLANDS J. M. & I. SCHOOL
Nunsbury Drive, Turnford, Broxbourne
Required for January 1977, or as soon as possible thereafter, an experienced teacher for the post of DEPUTY HEAD of this Group 4 School. Previous appointments need not be in this area.
Assistance may be given with removal expenses.
Application forms and further information available from the County Education Officer, Education Office, Scott House, Hoddesdon EN11 8BS, to whom completed forms should be returned as soon as possible.

The DEPUTY HEADSHIP of this Group 3 school will be available in January or April, 1977. Applicants must have a thorough knowledge of co-operative teaching based on personal experience of working with all primary age-groups within an open-plan school.
Application forms and further particulars are available from the Area Education Officer, Scott House, Hoddesdon EN11 8BS, telephone Hoddesdon 65264 (Extension 5), to whom completed forms should be returned by 15th November, 1976.

LINCOLNSHIRE
DEEPING EAST
ST ANDREW'S FIRST SCHOOL
Church
(Minimum Group 4, £3,672 to £4,149)
DEPUTY HEAD required from January, 1977 in the new school which opens in September, 1976.
Application forms and further details available on receipt of stamped addressed envelope from the Headmaster at the School, Kingsway, Deeping. Closing date 8th November, 1976.
BOURNE-MARSH C.E. (CONTROLLED) SCHOOL
Eastgate, Bourne
(Group 3 Number on Roll : 110)
Suitable for DEPUTY HEAD (or Assistant Teacher) required for January 1977 to share responsibility and assets interests and strengths. All progress applications reconsidered.
Closing date 25th November.
Application forms and further details to Headmaster for further particulars and application forms.

MANCHESTER (City of)
EDUCATION COMMITTEE
KING DAVID JUNIOR SCHOOL
Kingsway, Levenshulme, Manchester 19
Headmaster: Mr. S. Wilson, B.A., B.Ed.
Redevelopment
Required, DEPUTY HEAD for (Mainly Group 3, Juvenile Voluntary Aided School.
Applicants need not necessarily be of the Jewish faith. Previous applicants need not apply as they are being considered.
Application forms available from the Secretary at the school, and to be returned to the County Secretary, The Townhouse, Cr. C. J. Blacey, Esq., Town Hall, Ashton-under-Lyne, Lancashire, by November 26th, 1976.

CITY OF SALFORD
EDUCATION DEPARTMENT
NASHVILLE STREET INFANTS' SCHOOL
Group 3
Required for appointment as soon as possible:
DEPUTY HEAD TEACHER
S.I.S. Allowance
Application forms from the Chief Education Officer, Education Office, Peel Park, Salford M5 4WT, to whom they should be returned as soon as possible.

WEST SUSSEX
WESTERN AREA
KINGSHAM COUNTY PRIMARY SCHOOL
Kingsham Estate, Chichester, PO19 4EP
Experienced TEACHER required as DEPUTY HEAD (Group 3) to share responsibility and assets with removal and resettlement expenses in approved cases.
Details and forms from Headmaster on receipt of self-addressed envelope.

BULFORD C.E. CONTROLLED PRIMARY SCHOOL
John French Way, Bulford Village, Salisbury, Wilts
DEPUTY HEAD, man or woman. Open plan school opened 1974 (mainly new pupils 320). Group 3. Particular interest in Music and Drama. The Deputy Head in addition to other duties will be responsible for one of the team teaching sections in this large school. Experience with infants and juniors essential. Group 3 plus Responsibility Allowance.
Application forms and further details from the Headmaster enclosing addressed envelope.
Former applicants need not apply.
Closing date: November 29, 1976.

Other Posts on Scale 2 and above

BRENT
(London Borough of)
CHALKHILL ROAD (JUNIOR MIXED (Group 4) AND INFANTS SCHOOL (formerly Rose Hill Infants School) Chalkhill Road, NW9 9QJ
(Chalkhill Secondary School)
(Opened from January 1977)
HEADTEACHER required to take responsibility with class responsibility.
London Allowances of £409 per annum is payable to teachers in schools for assistance with removal expenses including those already receiving this taxable allowance. Candidates should apply in writing to the Head of the School within 28 days of this advertisement stating qualifications, experience and age.

BRENT
(London Borough of)
BONNINGTON JUNIOR MIXED AND INFANTS SCHOOL
Dittington Road, NW10
(Age 7-11)
Required from January for this new school opened in 1975 which is situated in a pleasant position in Kilburn.
DEPUTY HEADTEACHER
Scale 3 plus £409 London Allowance.
Applications should be made on the forms obtainable from the Head Teacher, Mr. Peter Hall, B.A., to whom they should be returned by 3rd December, 1976.

BROMLEY
(London Borough of)
Applications are invited for the following posts at the above Primary School which is situated in a pleasant residential area:
DEPUTY HEADTEACHER
Scale 3 plus £409 London Allowance
Applications should be made on the forms obtainable from the Headmaster, Mr. C. Whalley, Tel. 460 3603, to whom they should be returned by 26th November, 1976.

CAMBRIDGESHIRE
CAMBRIDGE AREA
GIRTON, PETERHOUSE C.E. (C) MIDDLE SCHOOL
Girton Road, Girton, Cambridge
Required for January 1977, or as soon as possible thereafter:
DEPUTY HEADTEACHER
Group 4
Applications should be made on the forms obtainable from the Headmaster, Mr. Peter Hall, B.A., to whom they should be returned by 26th November, 1976.

CAMBRIDGESHIRE
CAMBRIDGE AREA
GIRTON, PETERHOUSE C.E. (C) MIDDLE SCHOOL
Girton Road, Girton, Cambridge
Required for January 1977, or as soon as possible thereafter:
DEPUTY HEADTEACHER
Group 4
Applications should be made on the forms obtainable from the Headmaster, Mr. Peter Hall, B.A., to whom they should be returned by 26th November, 1976.

CUMBRIA
EDUCATION COMMITTEE
TRINITY SCHOOL OF C. E. JUNIOR MIXED
Keswick
(Group 4 limited: 8-11 mixed: Roll 190)
Required for this newly built open plan school, for January or Easter 1977, an experienced TEACHER in charge of CREATIVE AND ENVIRONMENTAL DEVELOPMENT. This is a Scale 2 post.
Application forms obtainable from and returnable to Mr. Powell, Assistant Director of Education, West Cumbria Division Hall, Rosehill, Whitehaven, by 24 November, 1976.

DEVON
TEIGNMOUTH, ELMORE COUNTY JUNIOR SCHOOL
Exeter Road, EX14 8PY
Applications are invited from suitably qualified TEACHERS for the post of ASSISTANT TEACHER for mixed GIRLS and the responsibility for Needlework. The school is a two-form entry school with a mixed middle school in September, 1977.
The successful applicant will be expected to take up the appointment in April, 1977.
Application forms stamped addressed envelope, please) from Headteacher, Mrs. J. Jowett, Voluntary School, Cowleymoor Road, Tiverton, returnable by November 14, 1976.

DEVON
TORQUAY, CLIFFE INFANTS' SCHOOL
North Down Road, Poverell, TQ2 5RB
Required for January, 1977, an experienced TEACHER to be responsible for MUSIC.
To take initiative in curriculum development and the coordination of work in the younger classes of five/six-year-old children (currently grouped in two classes).
Application forms (stamped addressed envelope) from Headteacher. Date returnable to her within 14 days.

EAST SUSSEX
COUNTY COUNCIL
HILDA GARDHAM C.E. SCHOOL
Headmaster, Mr. C. Whalley
Roedean Road, Saltdean, BN2 8FW
Experienced TEACHER for Third Year Junior Age to share HISTORY and MUSIC. Scale 3 post.
Application forms returned by Monday, 15th November, 1976) from the Area Education Office, 39 Wellington Square, Hastings.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
Full-time, qualified and experienced TEACHER(S) required for MUSIC in junior and junior schools in the Division. Group 3 or 4 according to qualifications.
Application forms and further details available from the Divisional Education Officer, Scott House, Hoddesdon EN11 8BS, stating full particulars of full details of qualifications.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
WILBURY J. M. SCHOOL
Hedford Road, Letchworth
(Tel: Letchworth 4561)
(Group 3; 295 on roll)
TEACHER required January to take ROYA' DANISH, Scale 2 post.
Further details and application forms (stamped addressed envelope) available from Headmaster.

HUMBERSIDE
EDUCATION COMMITTEE
BRIDLINGTON JUNIOR SCHOOL
Flamborough Road, Bridlington
(Group 3; number on roll 300)
Experienced TEACHER required part or full time post for the Summer Term or earlier, to undertake, in a setting encouraging teaching methods in Science to the Top Juniors. Including year junior. Science, games and audio visual aids.
Further details from Head, enclosing stamped addressed envelope.
Letters of application, stating age and giving full particulars of education, training and experience to be sent to Headmaster as soon as possible.
Applicants who have not heard anything by November 10 may assume that their applications are unsuccessful.

WILTSHIRE
ST BEDE'S (FAIRFORD) C.E. PARK (CONTROLLED) SCHOOL
(SCALE 3)
Required for January/April, 1977 Experienced TEACHER to take charge of Group 3 class. Duties will include co-ordination of Science work throughout the school.
Application forms (stamped addressed envelope please) from Headmaster, Mr. Peter Hall, B.A., Fairford, Glos.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
CLOPHEAD C. OF E. LOWER SCHOOL
Clophead Lane, Heylesden Road, Kempston
Required for January 1977 or as soon as possible thereafter, a TEACHER to take charge of a class of children in the 7-8 age range. Applicants should be willing to take responsibility for the Nature Study and Gardening activities of the school.
Application forms and further details from the Area Education Officer, Area Education Office, Bedford Road, Kempston, Bedford MK42 8BL, to whom completed forms should be returned as soon as possible.

KIRKLEES
METROPOLITAN COUNCIL
HOLMFIELD C.E. (C) MIDDLE SCHOOL
Church Street, Holmfield, West Yorkshire
HX7 6DY
Required for Easter, 1977 or as soon as possible thereafter:
SCIENCE TEACHER required as YEAR LEADER for Third Year of pyramid with experience of 9-11-year-olds, preferably with some experience of separate science teaching.
Application forms stamped addressed envelope from the Headmaster, Mr. Peter Hudson, B.Ed., to whom they should be returned as soon as possible.
Further details obtainable from the Head of the school, applications should be returned as soon as possible.

WILTSHIRE
CHIPPENHAM, ST. PETER'S C.E. AIDED SCHOOL
Lord's Road, Chippenham, Wilts, SN14 0AA
N.O.R. 360 (Group 3)
TEACHER required from January, 1977 to share responsibility for MUSIC in modern church school (Second Leading Light Class of two classes). Special interest in R.E. an advantage.
Scale 2 post for suitable applicant.
Read large stamped addressed envelope for application form to the Rev. F. Hopkins, St. Peter's Vicarage, Lord's Road, Chippenham, Wilts, SN14 0AA.
Closing date 8th November, 1976.

WILTSHIRE
CHIPPENHAM, ST. PETER'S C.E. AIDED SCHOOL
The Dukes, New Street,
(Group 5; number on roll 300)
Experienced TEACHER required part or full time post for the Summer Term or earlier, to undertake, in a setting encouraging teaching methods in Science to the Top Juniors. Including year junior. Science, games and audio visual aids.
Further details from Head, enclosing stamped addressed envelope.
Letters of application, stating age and giving full particulars of education, training and experience to be sent to Headmaster as soon as possible.
Applicants who have not heard anything by November 10 may assume that their applications are unsuccessful.

WILTSHIRE
ST BEDE'S (FAIRFORD) C.E. PARK (CONTROLLED) SCHOOL
(SCALE 3)
Required for January/April, 1977 Experienced TEACHER to take charge of Group 3 class. Duties will include co-ordination of Science work throughout the school.
Application forms (stamped addressed envelope please) from Headmaster, Mr. Peter Hall, B.A., Fairford, Glos.

KIRKLEES
METROPOLITAN COUNCIL
GOMERSAL C.E. (C) MIDDLE SCHOOL
Church Street, Gomersal, West Yorkshire
Required for January 1977 or as soon as possible thereafter:
SCIENCE TEACHER required as YEAR LEADER for Third Year of pyramid with experience of 9-11-year-olds, preferably with some experience of separate science teaching.
Application forms stamped addressed envelope from the Headmaster, Mr. Peter Hudson, B.Ed., to whom they should be returned as soon as possible.
Further details obtainable from the Head of the school, applications should be returned as soon as possible.

SUFFOLK
COUNTY COUNCIL
WHITTON GREEN PRIMARY SCHOOL
Whitton Green, Ipswich IP1 6LT
Headmaster: Mr. M. Walmsley
Required for January, 1977, or as soon as possible thereafter: ASSISTANT TEACHER, Scale 3. Responsibility for LIBRARY.
Application forms and further details from the Head Teacher, Whitton Green Primary School, Whitton Avenue West, Ipswich (stamped addressed envelope for reply) to whom they should be returned by 12th November, 1976.

SUFFOLK
COUNTY COUNCIL
WILLISHAM SCHOOL
Until 1977
Headmaster: Mr. Tye
Deputyship: Mr. Tye
Group 4 (Age Range 9-13 yrs)
Scale 3 plus responsibility allowance, ASSISTANT TEACHER required to take charge of CLASS and organisation of GAMES and PHYSICAL EDUCATION, possibility of organisation of DANCE and DRAMA. Experience of Middle School desirable. An interest in History, Geography and Music an advantage to the school. An interest in History, Geography and Music an advantage. Additional advantage.
Application forms obtainable from the Head of the school, applications should be returned as soon as possible to the Divisional Education Officer, Scott House, Hogsdell Road, Bury St. Edmunds, stating full particulars of full details of qualifications.

CHANNEL ISLANDS
BAILIWICK OF GUERNSEY
Junior School TEACHER required for Upper School, Scale 3 (£3,672 to £4,149) to begin duties 5 January, 1977.
Commencing salary fixed according to qualifications and experience. Scale 3 post with an advantage.
Some Educational study facilities to clergy.
Application forms from Education Office, Bank, St. Peter Port, Guernsey, Channel Islands.

KIRKLEES
METROPOLITAN COUNCIL
COMPTON C.E. (C) MIDDLE SCHOOL
Compton, Huddersfield
Required for January 1977 or as soon as possible thereafter:
TEACHER, Scale 1, for a second post in the Lower School (Group 2) to share Games and Music desirable.
Application forms (stamped addressed envelope please) from the Headmaster, Mr. Peter Hudson, Glasgow House, 2 Bridge, Huddersfield HD1 2RW.

KIRKLEES
METROPOLITAN COUNCIL
GOMERSAL C.E. (C) MIDDLE SCHOOL
Church Street, Gomersal, West Yorkshire
Required for January 1977 or as soon as possible thereafter:
TEACHER, Scale 1, for a second post in the Lower School (Group 2) to share Games and Music desirable.
Application forms (stamped addressed envelope please) from the Headmaster, Mr. Peter Hudson, Glasgow House, 2 Bridge, Huddersfield HD1 2RW.

SOMERSET
RIDGEWATER
Required in January 1977 or earlier a TEACHER to take charge of Class 3 plus in girls public school boarding establishment with Taunton School for boys. An interest in Games and music desired.
Same resident duties.
Burnham Scale plus Taunton Allowance.
Applications including names and addresses of two referees to Headmistress, Wellfield School, Taunton, Somerset.

BERKSHIRE
HOLY FAMILY R.C. FIRST SCHOOL
Slough
(5-8 years)
Required January 1977 or as soon as possible thereafter a teacher for the post of Deputy Head.
Application forms from and returnable to Headmistress, Mrs. Rawson, Avenue, Prospect, Slough, Berks. Date for return 8th November, 1976.

BERKSHIRE
LEA COUNTY FIRST SCHOOL
Slough
Required January 1977, one TEACHER to share Junior responsibility and interest in creative work in Art and Craft and/or music an advantage.
Scale 2 post.
Application forms and further details from and returnable to Mrs. Bell, Education Office, Bath Road, Slough. Closing date 1 December, 1976.

BERKSHIRE
ST MARY'S C.E. COMBINED SCHOOL
Bisham
Required January 1977, or TEACHER (Group 3) to share responsibility for Music as an advantage. Scale 3 post.
Application forms may be obtained from the Divisional Education Officer, County Offices, Avenue of Remembrance, Sandhurst, to whom they should be returned.

TYANLT DIVISION
BURGHFIELD C. OF E. PRIMARY SCHOOL
Birchington
Applications are invited from suitably qualified TEACHERS for the post of ASSISTANT TEACHER required from January, 1977, or earlier if possible, for children.
Applications to Head Teacher, Birchington C. of E. Primary School, Park Lane, Birchington, Kent.

BROMLEY
(London Borough of)
Subject to certain conditions, including satisfactory references, London Allowances of £409 per annum is payable to teaching staff appointed to Coopers Company and Coborn School for Girls.
SIXTH FORM TEACHER required in January 1977, for Economics and Geography.
TEACHER required to work in an integrated studies situation. Music and Drama.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
ST. THOMAS AQUIN C. OF E. MIDDLE SCHOOL
Bradwell Common Boulevard, Milton Keynes
Required for January, 1977, or as soon as possible thereafter:
TEACHER, Scale 1, for a second post in the Lower School (Group 2) to share Games and Music desirable.
Application forms (stamped addressed envelope please) from the Headmaster, Mr. Peter Hudson, Glasgow House, 2 Bridge, Huddersfield HD1 2RW.

KIRKLEES
METROPOLITAN COUNCIL
GOMERSAL C.E. (C) MIDDLE SCHOOL
Church Street, Gomersal, West Yorkshire
Required for January 1977 or as soon as possible thereafter:
TEACHER, Scale 1, for a second post in the Lower School (Group 2) to share Games and Music desirable.
Application forms (stamped addressed envelope please) from the Headmaster, Mr. Peter Hudson, Glasgow House, 2 Bridge, Huddersfield HD1 2RW.

CAMBRIDGESHIRE
CAMBRIDGE AREA
THE ICKNIELD C.P. SCHOOL
Newton
Applications are invited for the post of TEACHER in charge of a class of 7-8 year olds plus in girls public school boarding establishment with Taunton School for boys. An interest in Games and music desirable.
Same resident duties.
Burnham Scale plus Taunton Allowance.
Applications including names and addresses of two referees to Headmistress, Wellfield School, Taunton, Somerset.

BERKSHIRE
HOLY FAMILY R.C. FIRST SCHOOL
Slough
(5-8 years)
Required January 1977 or as soon as possible thereafter a teacher for the post of Deputy Head.
Application forms from and returnable to Headmistress, Mrs. Rawson, Avenue, Prospect, Slough, Berks. Date for return 8th November, 1976.

BERKSHIRE
LEA COUNTY FIRST SCHOOL
Slough
Required January 1977, one TEACHER to share Junior responsibility and interest in creative work in Art and Craft and/or music an advantage.
Scale 2 post.
Application forms and further details from and returnable to Mrs. Bell, Education Office, Bath Road, Slough. Closing date 1 December, 1976.

BERKSHIRE
ST MARY'S C.E. COMBINED SCHOOL
Bisham
Required January 1977, or TEACHER (Group 3) to share responsibility for Music as an advantage. Scale 3 post.
Application forms may be obtained from the Divisional Education Officer, County Offices, Avenue of Remembrance, Sandhurst, to whom they should be returned.

BROMLEY
(London Borough of)
Subject to certain conditions, including satisfactory references, London Allowances of £409 per annum is payable to teaching staff appointed to Coopers Company and Coborn School for Girls.
SIXTH FORM TEACHER required in January 1977, for Economics and Geography.
TEACHER required to work in an integrated studies situation. Music and Drama.

DEVON
TORQUAY, INFANTS' SCHOOL
North Road West, TQ1 1PB
Required for January, 1977, or as soon as possible thereafter, a TEACHER to be responsible for MATHEMATICS and SCIENCE throughout the school. Scale 3 post.
Application forms obtainable from the Headmistress, Miss E. Hall, to whom they should be returned by 24th November, 1976.

DEVON
TORQUAY, INFANTS' SCHOOL
North Road West, TQ1 1PB
Required for January, 1977, or as soon as possible thereafter, a TEACHER to be responsible for MATHEMATICS and SCIENCE throughout the school. Scale 3 post.
Application forms obtainable from the Headmistress, Miss E. Hall, to whom they should be returned by 24th November, 1976.

DEVON
TORQUAY, CLIFFE INFANTS' SCHOOL
North Down Road, Poverell, TQ2 5RB
Required for January, 1977, an experienced TEACHER to be responsible for MUSIC.
To take initiative in curriculum development and the coordination of work in the younger classes of five/six-year-old children (currently grouped in two classes).
Application forms (stamped addressed envelope) from Headmistress. Date returnable to her within 14 days.

DORSET
ST JOHN'S C.E. PRIMARY SCHOOL
Bridport
Required for January, 1977, or as soon as possible thereafter:
TEACHER, Scale 1 (£3,672 to £4,149) to take responsibility for Nature Study and Gardening.
Application forms and further details from the Headmaster, Mr. Peter Hall, B.A., to whom they should be returned by 26th November, 1976.

EAST SUSSEX
COUNTY COUNCIL
BOVERIDGE GREEN C.(C) JUNIOR SCHOOL
Boveridge Green, Polegate
Required for January 1977, or as soon as possible thereafter, a TEACHER, Scale 1, for a second post in the Lower School (Group 2) to share Games and Music desirable.
Application forms (stamped addressed envelope please) from the Headmaster, Mr. D. Pinnock, Boveridge Green, Polegate (envelope).

CAMBRIDGESHIRE
CAMBRIDGE AREA
THE ICKNIELD C.P. SCHOOL
Newton
Applications are invited for the post of TEACHER in charge of a class of 7-8 year olds plus in girls public school boarding establishment with Taunton School for boys. An interest in Games and music desirable.
Same resident duties.
Burnham Scale plus Taunton Allowance.
Applications including names and addresses of two referees to Headmistress, Wellfield School, Taunton, Somerset.

EAST SUSSEX
COUNTY COUNCIL
BOVERIDGE GREEN C.(C) JUNIOR SCHOOL
Boveridge Green, Polegate
Required for January 1977, or as soon as possible thereafter, a TEACHER, Scale 1, for a second post in the Lower School (Group 2) to share Games and Music desirable.
Application forms (stamped addressed envelope please) from the Headmaster, Mr. D. Pinnock, Boveridge Green, Polegate (envelope).

EAST SUSSEX
HAMSEY C.P. SCHOOL
Hamsey, Lewes
Required January 1977 or as soon as possible thereafter, a TEACHER, Scale 1, for a second post in the JUNIOR DEPARTMENT (Group 2) to share responsibility for Games and Music.
Application forms (stamped addressed envelope please) from the Headmaster, Mr. Peter Hall, B.A., Hamsey, Lewes (envelope).

PRIMARY Scale 1 Posts continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from Qualified TEACHERS for the following posts:
GENERAL DUTIES in addition to any other qualifications needed.
SCIENCE/MATHEMATICS with experience of 9-11-year-olds, preferably with some experience of separate science teaching.
MUSIC/DRAMA with experience of 9-11-year-olds.
Application forms from the Headmaster/Headmistress at the school.

LEICESTERSHIRE
BROOM LEYS JUNIOR SCHOOL
Broom Leys Road, Coalville
Scale 2
Required January for April for MUSIC. Eastern Divisional and Choir.
SCRAPTOFT VALLEY INFANT SCHOOL
New Boundary Lane, Leicester
Scale 1
Required January or April. Vertically grouped class.
Further details from the Head. Application forms with full particulars and the names and addresses of two referees (stamped addressed envelope).

NEWHAM
(London Borough of)
Applications are invited for the post of TEACHER in charge of a CLASS in the Lower Section of the School.
Burnham Scales plus London Allowance (£362).
Removal expenses may be considered.
Application forms may be obtained from the Headmistress and returned to her by 26th November, 1976.
The successful applicant will be expected to take up the appointment in January, 1977.

DEVON
TEIGNMOUTH C.E. INFANTS SCHOOL
North Down Road, Poverell, TQ14 8RB
Required for January, 1977, an experienced TEACHER to be responsible for MUSIC. To take initiative in curriculum development and the coordination of work in the younger classes of five/six-year-old children (currently grouped in two classes).
Application forms (stamped addressed envelope) from Headmistress. Date returnable to her within 14 days.

SUFFOLK
COUNTY COUNCIL
WILLISHAM SCHOOL
Until 1977
Headmaster: Mr. Tye
Deputyship: Mr. Tye
Group 4 (Age Range 9-13 yrs)
Scale 3 plus responsibility allowance, ASSISTANT TEACHER required to take charge of CLASS and organisation of GAMES and PHYSICAL EDUCATION, possibility of organisation of DANCE and DRAMA. Experience of Middle School desirable. An interest in History, Geography and Music an advantage to the school. An interest in History, Geography and Music an advantage. Additional advantage.
Application forms obtainable from the Head of the school, applications should be returned as soon as possible to the Divisional Education Officer, Scott House, Hogsdell Road, Bury St. Edmunds, stating full particulars of full details of qualifications.

WILTSHIRE
CHIPPENHAM, ST. PETER'S C.E. AIDED SCHOOL
Lord's Road, Chippenham, Wilts, SN14 0AA
N.O.R. 360 (Group 5)
TEACHER required from January, 1977 to share responsibility for MUSIC in modern church school (Second Leading Light Class of two classes). Special interest in R.E. an advantage.
Scale 2 post for suitable applicant.
Read large stamped addressed envelope for application forms to the Rev. F. Hopkins, St. Peter's Vicarage, Lord's Road, Chippenham, Wilts, SN14 0AA.
Closing date 8th November, 1976.

WILTSHIRE
CHIPPENHAM, ST. PETER'S C.E. AIDED SCHOOL
The Dukes, New Street,
(Group 5; number on roll 300)
Experienced TEACHER required part or full time post for the Summer Term or earlier, to undertake, in a setting encouraging teaching methods in Science to the Top Juniors. Including year junior. Science, games and audio visual aids.
Further details from Head, enclosing stamped addressed envelope.
Letters of application, stating age and giving full particulars of education, training and experience to be sent to Headmaster as soon as possible.
Applicants who have not heard anything by November 10 may assume that their applications are unsuccessful.

WILTSHIRE
ST BEDE'S (FAIRFORD) C.E. PARK (CONTROLLED) SCHOOL
(SCALE 3)
Required for January/April, 1977 Experienced TEACHER to take charge of Group 3 class. Duties will include co-ordination of Science work throughout the school.
Application forms (stamped addressed envelope please) from Headmaster, Mr. Peter Hall, B.A., Fairford, Glos.

KIRKLEES
METROPOLITAN COUNCIL
GOMERSAL C.E. (C) MIDDLE SCHOOL
Church Street, Gomersal, West Yorkshire
Required for January 1977 or as soon as possible thereafter:
TEACHER, Scale 1, for a second post in the Lower School (Group 2) to share Games and Music desirable.
Application forms (stamped addressed envelope please) from the Headmaster, Mr. Peter Hudson, Glasgow House, 2 Bridge, Huddersfield HD1 2RW.

SOMERSET
RIDGEWATER
Required in January 1977 or earlier a TEACHER to take charge of Class 3 plus in girls public school boarding establishment with Taunton School for boys. An interest in Games and music desirable.
Same resident duties.
Burnham Scale plus Taunton Allowance.
Applications including names and addresses of two referees to Headmistress, Wellfield School, Taunton, Somerset.

BERKSHIRE
HOLY FAMILY R.C. FIRST SCHOOL
Slough
(5-8 years)
Required January 1977 or as soon as possible thereafter a teacher for the post of Deputy Head.
Application forms from and returnable to Headmistress, Mrs. Rawson, Avenue, Prospect, Slough, Berks. Date for return 8th November, 1976.

BERKSHIRE
LEA COUNTY FIRST SCHOOL
Slough
Required January 1977, one TEACHER to share Junior responsibility and interest in creative work in Art and Craft and/or music an advantage.
Scale 2 post.
Application forms and further details from and returnable to Mrs. Bell, Education Office, Bath Road, Slough. Closing date 1 December, 1976.

BERKSHIRE
ST MARY'S C.E. COMBINED SCHOOL
Bisham
Required January 1977, or TEACHER (Group 3) to share responsibility for Music as an advantage. Scale 3 post.
Application forms may be obtained from the Divisional Education Officer, County Offices, Avenue of Remembrance, Sandhurst, to whom they should be returned.

TYANLT DIVISION
BURGHFIELD C. OF E. PRIMARY SCHOOL
Birchington
Applications are invited for the post of ASSISTANT TEACHER required from January, 1977, or earlier if possible, for children.
Applications to Head Teacher, Birchington C. of E. Primary School, Park Lane, Birchington, Kent.

BROMLEY
(London Borough of)
Subject to certain conditions, including satisfactory references, London Allowances of £409 per annum is payable to teaching staff appointed to Coopers Company and Coborn School for Girls.
SIXTH FORM TEACHER required in January 1977, for Economics and Geography.
TEACHER required to work in an integrated studies situation. Music and Drama.

DUCKINGHAMSHIRE
MILTON KEYNES DIVISION
ST. THOMAS AQUIN C. OF E. MIDDLE SCHOOL
Bradwell Common Boulevard, Milton Keynes
Required for January, 1977, or as soon as possible thereafter:
TEACHER, Scale 1, for a second post in the Lower School (Group 2) to share Games and Music desirable.
Application forms (stamped addressed envelope please) from the Headmaster, Mr. Peter Hudson, Glasgow House, 2 Bridge, Huddersfield HD1 2RW.

KIRKLEES
METROPOLITAN COUNCIL
GOMERSAL C.E. (C) MIDDLE SCHOOL
Church Street, Gomersal, West Yorkshire
Required for January 1977 or as soon as possible thereafter:
TEACHER, Scale 1, for a second post in the Lower School (Group 2) to share Games and Music desirable.
Application forms (stamped addressed envelope please) from the Headmaster, Mr. Peter Hudson, Glasgow House, 2 Bridge, Huddersfield HD1 2RW.

SOMERSET
RIDGEWATER
Required in January 1977 or earlier a TEACHER to take charge of Class 3 plus in girls public school boarding establishment with Taunton School for boys. An interest in Games and music desirable.
Same resident duties.
Burnham Scale plus Taunton Allowance.
Applications including names and addresses of two referees to Headmistress, Wellfield School, Taunton, Somerset.

DORSET
HOLMES COUNTY MIDDLE SCHOOL
Heathfield Way, West Moors
Required for January 1977 or as soon as possible thereafter:
TEACHING GROUP IV HEAD
1800 place school; nine to 13 age range.
Required April, 1977, HEAD TEACHER for this 10-13 middle school, which is scheduled to open at Boxing Day, 1976.
Assistance with removal and legal expenses.
Application forms and further details from the Starting Officer (on receipt of stamped addressed envelope) Mr. Lawson Area Education Officer, Area Education Office, Ringwood Road, Ferndown, Dorset BH22 9AJ.

WILTSHIRE
EDUCATION COMMITTEE
PRIMARY TEACHING VACANCY JUNE JANUARY, 1977
ALEXANDER FLEMING COUNTY JUNIOR MIXED AND INFANTS
102 Southmoor, Sutton Hill, Telford
Required for January, 1977, HEAD TEACHER for this 10-11 Middle School, which is scheduled to open at Boxing Day, 1976.
Assistance with removal and legal expenses.
Application forms and further details from the Starting Officer (on receipt of stamped addressed envelope) Mr. Lawson Area Education Officer, Area Education Office, Ringwood Road, Ferndown, Dorset BH22 9AJ.

WILTSHIRE
EDUCATION COMMITTEE
THE CHANNEL ISLANDS SCHOOL, Hilperton Road, Trowbridge
Required for January, 1977, for one term only TEMPORARY SUBSTITUTE in the First Year, 9/10 age range.
Application forms (stamped addressed envelope please) from the Headmaster at the school.

WILTSHIRE
EDUCATION COMMITTEE
MELKSHAM COMMUNITY COLLEGE
Bowerhill Road, Melksham
Required for January or Easter, 1977, for Middle School:
TEACHER, Scale 1, for a second post in the Lower School (Group 2) to share Games and Music desirable.
Application forms (stamped addressed envelope please) from and returnable to Mr. Peter Hall, B.A., Melksham Community College, Melksham

HEADSHIP GROUP 8

St. Richards R.C. Mixed Secondary School, Bexhill

Applications are invited for this appointment from Easter, 1977.

Notices have been published for the reorganization of the school as a comprehensive school for pupils aged 11-18 years.

Generous relocation grants in approved cases.

Application forms and further details from and returnable to the Chief Education Officer, PO Box 4, County Hall, Lewes.

Closing date November 19.

East Sussex

SHROPSHIRE EDUCATION COMMITTEE

The Wakeman School Shrewsbury

Headship

Group 10

The Headship of this Group 10 mixed Grammar School of some 631 pupils will be vacant from 19th April, 1977.

Application forms and further details (send SAE) from:

County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Salop.

To whom they should be returned by

County of Cleveland

Secondary School

HEAD TEACHER

BYDALES SCHOOL (Group 11, Roll 1,273)
Marlborough Road, Marske, Redcar, Cleveland
Telephone: Redcar 2932

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of the above school. Bydales School was reorganized as an 11 to 18 Comprehensive School in September, 1971. The vacancy arises owing to the retirement of the present Head Teacher at Easter, 1977.

Financial assistance with household removal expenses is available in approved cases.

Forms of application are obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, and should be returned by not later than November 19, 1976.

CHARLTON KINGS SECONDARY SCHOOL
Cheltenham

HEAD

required for beginning of the Summer Term, 1977. Burnham Group 8. Age range 11 to 17 years.

Application forms, with further particulars, obtainable from Chief Education Officer, Shire Hall, Gloucester (please enclose stamped addressed envelope), should be returned by November 18, 1976.

Gloucestershire County Council

SECONDARY
Headships
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE AND MALLING
SCHOOL
SNODLAND HOLMESDALE SCHOOL
Group 10
Applications are invited for the post of HEAD TEACHER of this high School from the beginning of the Spring Term, 1977, or as soon as possible thereafter. Under the scheme of secondary education operating in the Maidstone/Malling area, all pupils at the age of 11 transfer to High Schools. At the age of 13 pupils either transfer to Upper Schools in Maidstone, which provide academic courses to G.C.E. level or remain at the High School to prepare for C.S.E. or O level and C.S.E. examinations.
Hall 665 (11 to 16 years).
Forms of application and particulars may be obtained (stamped, addressed envelope) please) from the Divisional Education Officer, 123 High Street, West Malling, to whom applications should be returned by 16th November, 1976.

STAFFORDSHIRE
EDUCATION COMMITTEE
WALTON HIGH SCHOOL
Mill Rise, Milton-on-the-Hill, Stafford
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD TEACHER (Group 11) of this fully established 11-18 Comprehensive School situated near Uttoxeter. Pupils come from Stafford. There are at present 1,363 pupils on roll 11-18 on the roll, of which 181 are in the sixth form. Under the new arrangements Stafford and District the school will in the course of the 1976 School for approximately 1,000 pupils aged 13-18.
Application forms and further particulars are available from the Chief Education Officer (Staffing), County Offices, Tipping Street, Stafford, ST16 2LG to whom completed applications should be returned not later than Thursday, 11th November, 1976.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
KNOTTINGLEY HIGH SCHOOL
(12 to 18)
Group 10 (Number on roll: 1,276 including 6th Form)
APPOINTMENT OF HEADTEACHER
Applications are invited from experienced and well qualified teachers for the Headship of the above-named School, becoming vacant from the beginning of the Summer Term, 1977, upon retirement of the present Headteacher.
Closing date November 19, 1976.

WIRRAL
(Metropolitan Borough of)
PRENTON HIGH SCHOOL FOR GIRLS
Elsketh Avenue, Rock Ferry, Birkenhead
(Group 10, 800 on roll)
and
NOSSLANDE SENIOR COMPREHENSIVE SCHOOL
Mosslands Drive, Wallasey
(Group 12, 870 boys on roll)
Both for September, 1977

Further details obtainable from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead. Closing date for both posts 26th November, 1976.

Deputy Headships Senior Masters/ Mistresses

BEDFORDSHIRE
EDUCATION SERVICE
Bedford Area
BEDFORD MODERN HIGH SCHOOL
Ampthill Road, Bedford (Group 11)
Applications are invited for the DEPUTY HEADSHIP of this 11-18 school with 1,250 pupils on roll (an extra entry will take it to 1,400 by September) to commence on 25th April, 1977, or earlier if possible.
A person of wide experience is sought to work as an enthusiastic member of an innovative team. Duties will include assistance with timetable, staff in-service training and welfare of the girls. Some teaching will be required.
The Authority has a scheme for teachers moving to the County to assist with removal expenses. Limited assistance with temporary accommodation may be possible.
Forms of re-advertisement. Previous applications will be considered.
Application forms obtainable from the Head, to whom closing date is 12th November, 1976.

BRADFORD (City of)
METROPOLITAN COUNCIL
BRADFORD UPPER SCHOOL
Group 11
Required for Easter, 1977, or earlier if possible, a SECOND MASTER or MISTRESS. The person appointed will be responsible to the Headmaster of the school for the administration of the school including appointing the teaching staff and pending Headmaster. The school has a sixth form entry of 15 pupils.
Applications forms may be obtained from the Staffing and Training Unit, Directorate of Educational Services, 4th Floor, Provincial House, Tyrrel Street, Bradford BD1 1HP and should be returned to the Head Teacher, Miss B. Scott, Upper School, Caverthorne Lane, Thornton, Bradford BD13 3HH by November 12, 1976.
Reference E/P/476/119.

CHESHIRE
EDUCATION COMMITTEE
GREAT BOUGHTON HIGH SCHOOL
(Group 9)
DEPUTY HEADSHIP (2)
For details of this and school and separate CHESHIRE block advertisement.

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS for
CHRISTOPHER HIGH SCHOOL
Carolides Avenue, New Addington, Croydon
Tel: 66-33307, 66-33665
Principal: Mr. W. E. Johnson, M.A.
Possible: Summer Term 1977 or earlier if possible.
DEPUTY HEAD for this Group 11 mixed 11-16 Comprehensive.
The successful applicant for an enthusiastic person is to contribute to this school's development as the school approaches that of the new head. He or she will be required to co-operate in creating deputy/senior Mistress, yet be given every chance to utilise his own strengths to the situation. Therefore applicants should have a thorough interest and experience in academic, administrative/pastoral aspects of school life.
Salary: Burnham Scale Deputy Head Teacher Group 11 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope application form (green) and colourmain to the Head Teacher at the above address by 18th November 1976.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
KINGSMEAD SCHOOL
Southbury Road
Enfield, Middlesex EN1 1YQ
Telephone 01-363 3073
Mixed Comprehensive School (6 form entry 11-18 1,200
Re-advertisement
HEAD of UPPER SCHOOL. Senior Teacher Scale
Required for Easter, 1977, a well qualified TEACHER, who is experienced on the academic and pastoral sides to assume overall responsibility for the fourth, fifth and sixth forms of the school. Vacancy due to promotion.
Physical education need not reapply.
Consideration given to the following: 100 per cent removal expenses, £400 maximum generous assistance with relocation costs, temporary accommodation allowance up to two years, £10 per week maximum, £1,000 bridging loan in appropriate cases.
Application forms and further details (stamped addressed envelope) from the Headmaster to whom they should be returned by November 12, 1976.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following posts:-
HUCKNALL TOP PRIMARY SCHOOL
Beacon Lane, Retford, Notts
Headmaster, D. M. Spencer
Group 10 in January and March
For January, DEPUTY HEAD TEACHER (Group 7) required to play a leading role in the development of this new school. Under reorganization it is proposed that it will become a nine first school.
Applications (no forms) to the Headmaster as soon as possible, with names of two referees.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
NEWTOWN HIGH SCHOOL
Newtown, Powys
(Mixed 11 to 18 Comprehensive, 1,000 pupils on roll, 6th form)
FIRST DEPUTY HEAD TEACHER required for the new appointment for this well established comprehensive school. (Reference 242/H/76)
The successful applicant will be especially involved in the day-to-day running of the school and its pastoral organisation.
Application forms and further particulars obtainable from the Headmaster (green envelope please).

NEWHAM
(London Borough of)
LITTLE ILFORD SCHOOL
Browning Road, London E12
(Mixed Comprehensive 11-16)
Head Teacher
M.A. (Oxon), B.A., M.Ed., M.Sc., Andrews.
Required as soon as possible, but not later than January 1977, a HEAD OF REMEDIAL DEPARTMENT
Further details of the school and the post may be obtained from the Headteacher to whom initial letters of application, giving the names and addresses of two referees, should be sent.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
PENKRIDGE HIGH SCHOOL
Penkridge, Stafford
Principal: Mr. Ron Cain
Required for January, 1977, or as soon as possible thereafter, a well qualified TEACHER of Remedial Education, to take charge of the Remedial Department in this 11-18 Comprehensive School. Lavenhouse Lane, Penkridge, Staffordshire. Tel: Penkridge 2113.
Applications forms and further particulars may be obtained from the Director of Education, Eastgate Street, Stafford, to whom they should be returned by November 12, 1976.

NEWHAM
(London Borough of)
ATLANTIC SCHOOL
Plashet Grove, London E6 1BD
Head Teacher: Miss C. Crosse, B.A.
Required January, 1977, or soon as possible thereafter
An experienced and well qualified TEACHER of REMEDIAL DEPARTMENT, (Group 7) to be responsible for the organisation and development of this Remedial Department.
Salary: Burnham Scales plus London allowance £465 plus special allowance £201 per annum.
Full details of the post are available from the Head Teacher (telephone 01-472 2078).
Applications (no forms) to the Headmaster as soon as possible.

SANDWELL
(Metropolitan Borough of)
DARTMOUTH HIGH SCHOOL
Whitehouse Lane, Great Barr, Birmingham B43 7BU
Required for January 1977, a HEAD OF REMEDIAL EDUCATION
Head of Department: Mr. J. Wilkinson, M.A.
Scale 3. Post available to a person with appropriate qualifications and experience in remedial education. London Fringe Allowance payable.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned as soon as possible.

WESTBOROUGH HIGH SCHOOL FOR GIRLS
Ulleskelf Road
Thalton Avenue,
Westborough
Tel: Southend 42253

HEAD OF REMEDIAL DEPARTMENT
Scale 3. Required for January 1977 if possible, a well-qualified and experienced specialist to be responsible for learning programmes for slow-learners and remedial help for those with specific difficulties.
Applications by letter to the Headmistress.

Remedial Posts

Heads of Department

ESSEX
NETTLEWELL COMPREHENSIVE SCHOOL
The Hides, Harlow
Tel: Harlow 30721

HEAD OF REMEDIAL EDUCATION

Scale 3. Required in January or Easter 1977, with appropriate qualifications and experience in dealing with children with learning difficulties. London Fringe Allowance payable.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned as soon as possible.

WESTBOROUGH HIGH SCHOOL FOR GIRLS
Ulleskelf Road
Thalton Avenue,
Westborough
Tel: Southend 42253

HEAD OF REMEDIAL DEPARTMENT
Scale 3. Required for January 1977 if possible, a well-qualified and experienced specialist to be responsible for learning programmes for slow-learners and remedial help for those with specific difficulties.
Applications by letter to the Headmistress.

WALSALL

Metropolitan Borough Education Committee

BLAKENALL COMPREHENSIVE SCHOOL
Hall Green Road, Walsall
Mixed 11-18 Comprehensive School with an established Sixth Form, is pleasantly sited on its own grounds in modern, purpose-built accommodation with good facilities. It is close to open countryside and within easy reach of Birmingham and the M6.
Required as soon as possible:
1. A teacher of English (Scale 1) to join a large and lively department.
2. A teacher of Craft subject (Scale 1) with a special interest in either woodwork or metalwork, to join a well-equipped department teaching both boys and girls.
3. A teacher of Commercial subjects (Scale 1). Applicants should be able to offer Office Practice and Typing or Speedwriting.
4. A teacher of Mathematics (Scale 1) to join a large and strong department.

BARR BEACON COMPREHENSIVE SCHOOL
Old Hall Lane, Aldridge, Walsall
Required for January, 1977, Teacher of Physics.
Application forms obtainable from this Head Teacher at the school concerned.

BISHOP RAMSEY CHURCH OF ENGLAND COMPREHENSIVE SCHOOL (GROUP XI)
(Head Teacher Designate, Mr John Cule, BA)
Applications are invited for the following posts:-

1st DEPUTY HEAD
2nd DEPUTY HEAD
SENIOR MASTER/MISTRESS

The Governors wish to appoint three experienced teachers, preferably members of the Church of England, to form part of the senior management team. Those appointed will act as :-
DIRECTOR OF STUDIES
HEAD OF LOWER SCHOOL
HEAD OF UPPER SCHOOL
The School will begin its life on September 1, 1977, from which date all appointments will take effect. However it may be possible that one of the above appointments will date from April 1, 1977.
Application forms and further particulars obtainable from Director of Education, Belmont House, 38 Market Square, Huntingdon (returnable to The Chairman of the Governors, The Rectory, Tocwell, St Martin's Vicarage, 58 Bury Street, Ruislip, Middlesex HA4 7JE. Closing date November 19, 1976. Limited expenses payable. 75% removal expenses and some assistance with temporary accommodation may be possible.

LONDON BOROUGH OF HILLINGDON

METROPOLITAN BOROUGH OF WIGAN

TEACHING VACANCY SECONDARY

FIRST DEPUTY HEAD (Group 10)
Ince Rose Bridge County High School
Holt Street, Ince, Wigan
(N.o.r., 1,000 mixed, 11-16, reorganized in 1974)
Required from 1st May, 1977.
Application forms and further particulars available from and returnable to the Headteacher (Ref. A24) (S.A.E.).
Closing date 19th November, 1976.

Scale 1

TEMPORARY TEACHER FOR HOME ECONOMICS (2 terms)
Ashton-in-Makerfield County Secondary School
Old Road, Ashton-in-Makerfield, Wigan WN4 8TP
(No. on roll 1,300 mixed)
Possibility of a permanent post for suitable candidate.
Apply by letter to the Headteacher as soon as possible. (Ref. A24), giving the names of two referees.

SECONDARY
Remedial Posts
continued

STAFFORDSHIRE
EDUCATION COMMITTEE
BLAKENALL COMPREHENSIVE SCHOOL
Hall Green Road, Pelsall
Walsall
Group 11
Required for January, 1977: HEAD OF REMEDIAL DEPARTMENT
Further details of the school and the post may be obtained from the Headteacher to whom initial letters of application, giving the names and addresses of two referees, should be sent.

Other Posts on Scale 2 and above

EALING
London Borough of
EDUCATIONAL SERVICE
DELPHIAN HIGH SCHOOL
Greenford Avenue, Hanwell, London W7 1PD
Required January, 1977
ASSISTANT TEACHER (Group 3) with responsibility for Physical Education. Applications (no forms) to the Headmaster as soon as possible.

HAMPSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited for the following posts:-
PORTSMOUTH AREA
PORTSMOUTH GIRLS' SCHOOL
Head: Miss Gwen Parsons
Required for January, 1977, an experienced and well qualified TEACHER of GEOGRAPHY (Group 3) to take charge of the Geography Department of this 11-18 Comprehensive School.
Application forms and further particulars obtainable from the Head Teacher (telephone 0705 64911) and should be returned to her as soon as possible.

WILTSHIRE
Sir John Of Gaunt School
Trowbridge
Required January 1977 or earlier a well qualified and experienced TEACHER of REMEDIAL EDUCATION to take charge of the Remedial Department in this 11-18 Comprehensive School. Applications (no forms) to the Headmaster as soon as possible.

SANDWELL
(Metropolitan Borough of)
DARTMOUTH HIGH SCHOOL
Whitehouse Lane, Great Barr, Birmingham B43 7BU
Required for January 1977, a HEAD OF REMEDIAL EDUCATION
Head of Department: Mr. J. Wilkinson, M.A.
Scale 3. Post available to a person with appropriate qualifications and experience in remedial education. London Fringe Allowance payable.
Applications, by letter, giving curriculum vitae and the names of two referees, should be sent as soon as possible to the Head Teacher of the school.

STAFFORDSHIRE
EDUCATION COMMITTEE
CHARNWOOD TERRACE
CHAMPIONHENGE SCHOOL
Bridge Cross Road, Cobb Inn, Walsall
Hall, 1,530)
Required for January, 1977, or as soon as possible thereafter, a well qualified TEACHER of Remedial Education to take charge of the EDUCATION DEPARTMENT. This important post aims at 3 allowance and involves considerable liaison with teaching staff, mainly in the 3 main ranges.
Further details of the post application forms can be obtained from the Headmaster/Head

Applications by letter to the Headmistress.

Other Posts on Scale 2 and above

HAMPSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
ANDOVER COMPREHENSIVE SCHOOL
Winton Road, Andover, Hants
Required January, 1977, Scale 4, NOTLOW required to lead a living work in Outdoor Activities, Use of design technology. Examination courses at 16+ and 17+ level well established.
The teacher must be able to develop Modular Timetable up to Sixth Form level and will also be expected to make a major contribution to the organisation and planning of the school curriculum.
Applications to the Headmaster.

Other Posts on Scale 2 and above

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
HOMEFIELD SCHOOL
Oldfield Road, Bovingdon, Hemel Hempstead, Herts. (Limited Numbers)
Head of Department
HEAD OF ENGLISH, Scale 4.
NOTLOW required to lead a living work in Outdoor Activities, Use of design technology. Examination courses at 16+ and 17+ level well established.
The teacher must be able to develop Modular Timetable up to Sixth Form level and will also be expected to make a major contribution to the organisation and planning of the school curriculum.
Applications to the Headmaster.

Other Posts on Scale 2 and above

EALING
London Borough of
EDUCATIONAL SERVICE
DELPHIAN HIGH SCHOOL
Greenford Avenue, Hanwell, London W7 1PD
Required January, 1977
ASSISTANT TEACHER (Group 3) with responsibility for Physical Education. Applications (no forms) to the Headmaster as soon as possible.

HAMPSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
PORTSMOUTH AREA
PORTSMOUTH GIRLS' SCHOOL
Head: Miss Gwen Parsons
Required for January, 1977, or as soon as possible thereafter, a well qualified TEACHER of Remedial Education to take charge of the EDUCATION DEPARTMENT. This important post aims at 3 allowance and involves considerable liaison with teaching staff, mainly in the 3 main ranges.
Further details of the post application forms can be obtained from the Headmaster/Head

Applications by letter to the Headmistress.

Other Posts on Scale 2 and above

WILTSHIRE
Sir John Of Gaunt School
Trowbridge
Required January 1977 or earlier a well qualified and experienced TEACHER of REMEDIAL EDUCATION to take charge of the Remedial Department in this 11-18 Comprehensive School. Applications (no forms) to the Headmaster as soon as possible.

SANDWELL
(Metropolitan Borough of)
DARTMOUTH HIGH SCHOOL
Whitehouse Lane, Great Barr, Birmingham B43 7BU
Required for January 1977, a HEAD OF REMEDIAL EDUCATION
Head of Department: Mr. J. Wilkinson, M.A.
Scale 3. Post available to a person with appropriate qualifications and experience in remedial education. London Fringe Allowance payable.
Applications, by letter, giving curriculum vitae and the names of two referees, should be sent as soon as possible to the Head Teacher of the school.

STAFFORDSHIRE
EDUCATION COMMITTEE
CHARNWOOD TERRACE
CHAMPIONHENGE SCHOOL
Bridge Cross Road, Cobb Inn, Walsall
Hall, 1,530)
Required for January, 1977, or as soon as possible thereafter, a well qualified TEACHER of Remedial Education to take charge of the EDUCATION DEPARTMENT. This important post aims at 3 allowance and involves considerable liaison with teaching staff, mainly in the 3 main ranges.
Further details of the post application forms can be obtained from the Headmaster/Head

Applications by letter to the Headmistress.

Other Posts on Scale 2 and above

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
HOMEFIELD SCHOOL
Oldfield Road, Bovingdon, Hemel Hempstead, Herts. (Limited Numbers)
Head of Department
HEAD OF ENGLISH, Scale 4.
NOTLOW required to lead a living work in Outdoor Activities, Use of design technology. Examination courses at 16+ and 17+ level well established.
The teacher must be able to develop Modular Timetable up to Sixth Form level and will also be expected to make a major contribution to the organisation and planning of the school curriculum.
Applications to the Headmaster.

Other Posts on Scale 2 and above

SHROPSHIRE
EDUCATION COMMITTEE
ABRAHAM DARBY COMPREHENSIVE SCHOOL
Madeley, Telford
Hinton, Madeley, Telford.
Group 10
TEACHER required January, 1977, CLOTHING or TEXTILES/DOMESTIC SCIENCE with some Needlework in Years 1 and 2.
Applications by letter to Headmaster as soon as possible, giving the names of two referees.

SHROPSHIRE
EDUCATION COMMITTEE
PRIORY SCHOOL
(Grammar, 600 boys)
Shrewsbury, SY1 1HX
Required January, TEACHER for multi-media CRAFT COURSE (Economic school including Group 5 level design - post could be temporary for two terms.
Apply direct to Headmaster.

SHROPSHIRE
EDUCATION COMMITTEE
SECONDARY TEACHING VACANCY
1st JANUARY, 1977
Telford Group 11 (11 to 16 Comprehensive)
LAWNSIDE SCHOOL
Dawley Road, Hadley, Telford, near Wellington
Required for January, 1977, a well qualified TEACHER of ART AND CRAFT (Group 3) to take charge of the Department in this 11-16 Comprehensive School. Applications (no forms) to the Headmaster as soon as possible.

SHROPSHIRE
EDUCATION COMMITTEE
SECONDARY TEACHING VACANCY
1st JANUARY, 1977
Telford Group 11 (11 to 16 Comprehensive)
LAWNSIDE SCHOOL
Dawley Road, Hadley, Telford, near Wellington
Required for January, 1977, a well qualified TEACHER of ART AND CRAFT (Group 3) to take charge of the Department in this 11-16 Comprehensive School. Applications (no forms) to the Headmaster as soon as possible.

SHROPSHIRE
EDUCATION COMMITTEE
Application forms and further particulars may be obtained from the Head of the School, to whom they should be returned.

SHROPSHIRE
EDUCATION COMMITTEE
SECONDARY TEACHING VACANCY
1st JANUARY, 1977
Telford Group 11 (11 to 16 Comprehensive)
LAWNSIDE SCHOOL
Dawley Road, Hadley, Telford, near Wellington
Required for January, 1977, a well qualified TEACHER of ART AND CRAFT (Group 3) to take charge of the Department in this 11-16 Comprehensive School. Applications (no forms) to the Headmaster as soon as possible.

SHROPSHIRE
EDUCATION COMMITTEE
Application forms and further particulars may be obtained from the Head of the School, to whom they should be returned.

REDBRIDGE
(London Borough of)
LONDON HIGH SCHOOL
Loxford Lane, Ilford, IG1 2UT
Head: Miss M. Bryant, M.A.
Required January, 1977, a well qualified TEACHER of DOMESTIC SCIENCE, Scale 3 to take charge of the Department in this 11-18 Comprehensive School.
Application forms and further particulars obtainable from the Headmistress (Stamped addressed envelope).

TRAFFORD
(Metropolitan Borough of)
CHILDREN'S SERVICE
WELLACRE SECONDARY SCHOOL
Wellacre Road, Partington
Irlam (0924) 32424
Telegrams Trafford Urban
Telex 667349
Telephone 061-748 5011

DRAMA—Scale 1

Group 10 (Number on roll: 1,276 including 6th Form)
APPOINTMENT OF HEADTEACHER
Applications are invited from experienced and well qualified teachers for the Headship of the above-named School, becoming vacant from the beginning of the Summer Term, 1977, upon retirement of the present Headteacher.
Closing date November 19, 1976.

WIRRAL
(Metropolitan Borough of)
PRENTON HIGH SCHOOL FOR GIRLS
Elsketh Avenue, Rock Ferry, Birkenhead
(Group 10, 800 on roll)
and
NOSSLANDE SENIOR COMPREHENSIVE SCHOOL
Mosslands Drive, Wallasey
(Group 12, 870 boys on roll)
Both for September, 1977

Further details obtainable from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead. Closing date for both posts 26th November, 1976.

Deputy Headships Senior Masters/ Mistresses

BEDFORDSHIRE
EDUCATION SERVICE
Bedford Area
BEDFORD MODERN HIGH SCHOOL
Ampthill Road, Bedford (Group 11)
Applications are invited for the DEPUTY HEADSHIP of this 11-18 school with 1,250 pupils on roll (an extra entry will take it to 1,400 by September) to commence on 25th April, 1977, or earlier if possible.
A person of wide experience is sought to work as an enthusiastic member of an innovative team. Duties will include assistance with timetable, staff in-service training and welfare of the girls. Some teaching will be required.
The Authority has a scheme for teachers moving to the County to assist with removal expenses. Limited assistance with temporary accommodation may be possible.
Forms of re-advertisement. Previous applications will be considered.
Application forms obtainable from the Head, to whom closing date is 12th November, 1976.

BRADFORD (City of)
METROPOLITAN COUNCIL
BRADFORD UPPER SCHOOL
Group 11
Required for Easter, 1977, or earlier if possible, a SECOND MASTER or MISTRESS. The person appointed will be responsible to the Headmaster of the school for the administration of the school including appointing the teaching staff and pending Headmaster. The school has a sixth form entry of 15 pupils.
Applications forms may be obtained from the Staffing and Training Unit, Directorate of Educational Services, 4th Floor, Provincial House, Tyrrel Street, Bradford BD1 1HP and should be returned to the Head Teacher, Miss B. Scott, Upper School, Caverthorne Lane, Thornton, Bradford BD13 3HH by November 12, 1976.
Reference E/P/476/119.

CHESHIRE
EDUCATION COMMITTEE
GREAT BOUGHTON HIGH SCHOOL
(Group 9)
DEPUTY HEADSHIP (2)
For details of this and school and separate CHESHIRE block advertisement.

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS for
CHRISTOPHER HIGH SCHOOL
Carolides Avenue, New Addington, Croydon
Tel: 66-33307, 66-33665
Principal: Mr. W. E. Johnson, M.A.
Possible: Summer Term 1977 or earlier if possible.
DEPUTY HEAD for this Group 11 mixed 11-16 Comprehensive.
The successful applicant for an enthusiastic person is to contribute to this school's development as the school approaches that of the new head. He or she will be required to co-operate in creating deputy/senior Mistress, yet be given every chance to utilise his own strengths to the situation. Therefore applicants should have a thorough interest and experience in academic, administrative/pastoral aspects of school life.
Salary: Burnham Scale Deputy Head Teacher Group 11 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope application form (green) and colourmain to the Head Teacher at the above address by 18th November 1976.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
KINGSMEAD SCHOOL
Southbury Road
Enfield, Middlesex EN1 1YQ
Telephone 01-363 3073
Mixed Comprehensive School (6 form entry 11-18 1,200
Re-advertisement
HEAD of UPPER SCHOOL. Senior Teacher Scale
Required for Easter, 1977, a well qualified TEACHER, who is experienced on the academic and pastoral sides to assume overall responsibility for the fourth, fifth and sixth forms of the school. Vacancy due to promotion.
Physical education need not reapply.
Consideration given to the following: 100 per cent removal expenses, £400 maximum generous assistance with relocation costs, temporary accommodation allowance up to two years, £10 per week maximum, £1,000 bridging loan in appropriate cases.
Application forms and further details (stamped addressed envelope) from the Headmaster to whom they should be returned by November 12, 1976.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following posts:-
HUCKNALL TOP PRIMARY SCHOOL
Beacon Lane, Retford, Notts
Headmaster, D. M. Spencer
Group 10 in January and March
For January, DEPUTY HEAD TEACHER (Group 7) required to play a leading role in the development of this new school. Under reorganization it is proposed that it will become a nine first school.
Applications (no forms) to the Headmaster as soon as possible, with names of two referees.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
NEWTOWN HIGH SCHOOL
Newtown, Powys
(Mixed 11 to 18 Comprehensive, 1,000 pupils on roll, 6th form)
FIRST DEPUTY HEAD TEACHER required for the new appointment for this well established comprehensive school. (Reference 242/H/76)
The successful applicant will be especially involved in the day-to-day running of the school and its pastoral organisation.
Application forms and further particulars obtainable from the Headmaster (green envelope please).

NEWHAM
(London Borough of)
LITTLE ILFORD SCHOOL
Browning Road, London E12
(Mixed Comprehensive 11-16)
Head Teacher
M.A. (Oxon), B.A., M.Ed., M.Sc., Andrews.
Required as soon as possible, but not later than January 1977, a HEAD OF REMEDIAL DEPARTMENT
Further details of the school and the post may be obtained from the Headteacher to whom initial letters of application, giving the names and addresses of two referees, should be sent.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
PENKRIDGE HIGH SCHOOL
Penkridge, Stafford
Principal: Mr. Ron Cain
Required for January, 1977, or as soon as possible thereafter, a well qualified TEACHER of Remedial Education to take charge of the EDUCATION DEPARTMENT. This important post aims at 3 allowance and involves considerable liaison with teaching staff, mainly in the 3 main ranges.
Further details of the post application forms can be obtained from the Headmaster/Head

Applications by letter to the Headmistress.

Remedial Posts

Heads of Department

ESSEX
NETTLEWELL COMPREHENSIVE SCHOOL
The Hides, Harlow
Tel: Harlow 30721

HEAD OF REMEDIAL EDUCATION

Scale 3. Required in January or Easter 1977, with appropriate qualifications and experience in dealing with children with learning difficulties. London Fringe Allowance payable.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned as soon as possible.

WESTBOROUGH HIGH SCHOOL FOR GIRLS
Ulleskelf Road
Thalton Avenue,
Westborough
Tel: Southend 42253

HEAD OF REMEDIAL DEPARTMENT
Scale 3. Required for January 1977 if possible, a well-qualified and experienced specialist to be responsible for learning programmes for slow-learners and remedial help for those with specific difficulties.
Applications by letter to the Headmistress.

WALSALL

Metropolitan Borough Education Committee

BLAKENALL COMPREHENSIVE SCHOOL
Hall Green Road, Walsall
Mixed 11-18 Comprehensive School with an established Sixth Form, is pleasantly sited on its own grounds in modern, purpose-built accommodation with good facilities. It is close to open countryside and within easy reach of Birmingham and the M6.
Required as soon as possible:
1. A teacher of English (Scale 1) to join a large and lively department.
2. A teacher of Craft subject (Scale 1) with a special interest in either woodwork or metalwork, to join a well-equipped department teaching both boys and girls.
3. A teacher of Commercial subjects (Scale 1). Applicants should be able to offer Office Practice and Typing or Speedwriting.
4. A teacher of Mathematics (Scale 1) to join a large and strong department.

BARR BEACON COMPREHENSIVE SCHOOL
Old Hall Lane, Aldridge, Walsall
Required for January, 1977, Teacher of Physics.
Application forms obtainable from this Head Teacher at the school concerned.

BISHOP RAMSEY CHURCH OF ENGLAND COMPREHENSIVE SCHOOL (GROUP XI)
(Head Teacher Designate, Mr John Cule, BA)
Applications are invited for the following posts:-

1st DEPUTY HEAD
2nd DEPUTY HEAD
SENIOR MASTER/MISTRESS

The Governors wish to appoint three experienced teachers, preferably members of the Church of England, to form part of the senior management team. Those appointed will act as :-
DIRECTOR OF STUDIES
HEAD OF LOWER SCHOOL
HEAD OF UPPER SCHOOL
The School will begin its life on September 1, 1977, from which date all appointments will take effect. However it may be possible that one of the above appointments will date from April 1, 1977.
Application forms and further particulars obtainable from Director of Education, Belmont House, 38 Market Square, Huntingdon (returnable to The Chairman of the Governors, The Rectory, Tocwell, St Martin's Vicarage, 58 Bury Street, Ruislip, Middlesex HA4 7JE. Closing date November 19, 1976. Limited expenses payable. 75% removal expenses and some assistance with temporary accommodation may be possible.

LONDON BOROUGH OF HILLINGDON

METROPOLITAN BOROUGH OF WIGAN

TEACHING VACANCY SECONDARY

FIRST DEPUTY HEAD (Group 10)
Ince Rose Bridge County High School
Holt Street, Ince, Wigan
(N.o.r., 1,000 mixed, 11-16, reorganized in 1974)
Required from 1st May, 1977.
Application forms and further particulars available from and returnable to the Headteacher (Ref. A24) (S.A.E.).
Closing date 19th November, 1976.

Scale 1

TEMPORARY TEACHER FOR HOME ECONOMICS (2 terms)
Ashton-in-Makerfield County Secondary School
Old Road, Ashton-in-Makerfield, Wigan WN4 8TP
(No. on roll 1,300 mixed)
Possibility of a permanent post for suitable candidate.
Apply by letter to the Headteacher as soon as possible. (Ref. A24), giving the names of two referees.

By Subject Classification

Art and Design

Heads of Department

BURNHAM
(Buckinghamshire County Council)
BURNHAM BEECHES SCHOOL AND SPECIAL UNIT
Green Lane, Burnham, Slough SL1 7PA
Tel: Burnham 61234
Group 10 (Number on roll: 1,276 including 6th Form)
APPOINTMENT OF HEADTEACHER
Applications are invited from experienced and well qualified teachers for the Headship of the above-named School, becoming vacant from the beginning of the Summer Term, 1977, upon retirement of the present Headteacher.
Closing date November 19, 1976.

WIRRAL
(Metropolitan Borough of)
PRENTON HIGH SCHOOL FOR GIRLS
Elsketh Avenue, Rock Ferry, Birkenhead
(Group 10, 800 on roll)
and
NOSSLANDE SENIOR COMPREHENSIVE SCHOOL
Mosslands Drive, Wallasey
(Group 12, 870 boys on roll)
Both for September, 1977

Further details obtainable from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead. Closing date for both posts 26th November, 1976.

Deputy Headships Senior Masters/ Mistresses

BEDFORDSHIRE
EDUCATION SERVICE
Bedford Area
BEDFORD MODERN HIGH SCHOOL
Ampthill Road, Bedford (Group 11)
Applications are invited for the DEPUTY HEADSHIP of this 11-18 school with 1,250 pupils on roll (an extra entry will take it to 1,400 by September) to commence on 25th April, 1977, or earlier if possible.
A person of wide experience is sought to work as an enthusiastic member of an innovative team. Duties will include assistance with timetable, staff in-service training and welfare of the girls. Some teaching will be required.
The Authority has a scheme for teachers moving to the County to assist with removal expenses. Limited assistance with temporary accommodation may be possible.
Forms of re-advertisement. Previous applications will be considered.
Application forms obtainable from the Head, to whom closing date is 12th November, 1976.

BRADFORD (City of)
METROPOLITAN COUNCIL
BRADFORD UPPER SCHOOL
Group 11
Required for Easter, 1977, or earlier if possible, a SECOND MASTER or MISTRESS. The person appointed will be responsible to the Headmaster of the school for the administration of the school including appointing the teaching staff and pending Headmaster. The school has a sixth form entry of 15 pupils.
Applications forms may be obtained from the Staffing and Training Unit, Directorate of Educational Services, 4th Floor, Provincial House, Tyrrel Street, Bradford BD1 1HP and should be returned to the Head Teacher, Miss B. Scott, Up

SECONDARY
English
continued

HAMPSHIRE
EAST HAMPSHIRE AREA
BAY HOUSE SCHOOL
Manor Lane, Locksheath, Fareham
(Comprehensive mixed 11 to 18, 1,100 on roll)
ENGLISH TEACHER (probably Scale 2) required to teach a variety of teaching which ability range. Some help with organisation of large Department expected.
Scale 2 for suitable applicant.
Please write to School giving curriculum vitae together with names and addresses of two educational references.
Further details obtainable from Head. Assistance with removal expenses in approved cases.

Scale 1 Posts

BEDFORDSHIRE
EDUCATIONAL SERVICE
DUNSTABLE AREA
BISCOT HALL HIGH SCHOOL
Dunstable Road, Luton, Beds.
Head Teacher: Mrs. V. Mitchell-Heaves, B.Ed. (Hons.)
Required for January, 1977, or earlier if possible, TEACHER of English (C.S.E., level) in this Mixed Comprehensive High School with 640 pupils of age range 11-16 plus an 11th. Ability to teach General English and some Art would be advantageous. First appointment considered. Scale 1.
Social Priority Allowance.
The successful applicant would need to have a sympathetic understanding of the needs experienced in a multi-cultural community and be prepared to be a member of a departmental team carrying out pastoral and allocation duties.
The authority has a scheme for teachers moving into the county to assist with removal expenses, bank loan with personal guarantee, and assistance with accommodation may be possible.
Application forms obtainable from the Head Teacher.

BLACKPOOL
LAYTON HILL CONVENT
(Grammar; 560 girls)
Required January, 1977:
TEACHER of ENGLISH (Scale 1 post; Part-time applicant considered. Ability to take C.S.E. Form classes would be helping but not essential.

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowance and grants towards legal costs are payable to teaching staff appointed from outside the London area.
WANDSWORTH SCHOOL FOR BOYS
Hayes Lane, Bromley.
Tel.: 462 3270
Required for January, 1977:
TEACHER of ENGLISH for ENGLISH throughout the School, with a full measure of involvement in the future of appointed candidate.
Letters of application, with the names of two referees should be sent to the Headmaster to arrive not later than Monday, 1st November.

CHELTENHAM
PATTY'S GRAMMAR SCHOOL
Pittville Circus Road, Cheltenham, Glos. (0242) 23291
Required for January, 1977, TEACHER of ENGLISH (Scale 1) to teach throughout the School, with a full measure of involvement in the future of appointed candidate.
Letters of application, with the names of two referees should be sent to the Headmaster to arrive not later than Monday, 1st November.

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invites applications from suitably qualified and experienced teachers for:
CROYDON MANOR HIGH SCHOOL
Homefield Rise, Old Coulsdon.
Telephone: 71-61161
Head: Mr. A. L. Bryceson, M.A.
Required for January, 1977:
Well-qualified TEACHER primarily for ENGLISH throughout the school.
Applicants should state what subsidiary subjects they can offer.
This is a co-educational comprehensive high school and applicants will be expected to play a full part in the life of the school.
Salary: Burnham Scale 1, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form (not to be returned) and for a copy of the above address.

DEVON
DEVON COUNTY COUNCIL
EDUCATION COMMITTEE
EDLINGTON COMPREHENSIVE SCHOOL, Nr. Honiton, Devon
Headmaster: David Hill, M.A. (Cantab.)
Required for January:
TEACHER of ENGLISH to Scale 1
Applications from teachers wishing to teach Drama, who can also contribute to the Music and Art programmes, are particularly welcomed.
Application forms are available from the Headmaster and should be returned by November 15th.

DORSET
DORSET COUNTY COUNCIL
EDUCATION DEPARTMENT
BOURNEMOUTH AREA
KING'S SCHOOL
Wimborne
(Boys' Grammar School, 11-18)
Required for January, 1977:
TEACHER of ENGLISH to Scale 1 to teach throughout the School.
Application forms from the Headmaster, to be returned by November 15th.

DURHAM
DURHAM COUNTY COUNCIL
EDUCATION DEPARTMENT
DURHAM AREA
Applications are invited for the following posts in Durham Area Schools:
TEACHER of ENGLISH to Scale 1 for:
DURHAM HIGH SCHOOL FOR GIRLS
(Grammar; 450 girls)
Required for January, 1977:
Well-qualified TEACHER of ENGLISH to Scale 1 to teach throughout the School.
Application forms from the Headmistress

SECONDARY
Mathematics continued

ESSEX

BILLERICAY (MIXED 11-18)
COUNTY HIGH SCHOOL
(Group XII)
(Roll: 1,230 Main School; 200 plus Sixth Form)

School Road, Billericay
Tel.: 02-774 66191

Scale 2. GRADUATE required to take charge and assist casual department. Some experience of GCE and CSE desirable. Salary according to Burnham Scale plus Allowance of £100 per annum payable.

Applications by letter to the Headmaster.

EASTWOOD HIGH SCHOOL FOR BOYS (MODERN)
(Roll: 890-100 in Sixth)
Rayleigh Road, Eastwood,
Leigh-on-Sea
Tel.: Southend-on-Sea 78355

Required January or April TEACHER of MATHEMATICS/COMPUTER SCIENCE (2 levels). Scale 2. Commencing salary according to age, training and experience. Allowance of £150 per annum. Candidates should possess a good honours degree and Post-graduate Certificate of Education. Duties will include teaching at all levels and some participation in the second computer course. Application forms from the Headmaster.

HAMPSHIRE

SOUTH EAST AREA

HORNDEAN SCHOOL
Barton Cross, Horndean
Hampshire
(1,500 on roll)

(New, purpose-built, 11 to 18 mixed comprehensive school opening 1978 in pleasant countryside)

Required for September 1977 or as soon as possible thereafter :—

MATHEMATICS TEACHER, Scale 3 (rising to Scale 4 after nursing ability range), for the staffing organisation of small groups from classes of extra mathematics ability in the second year upwards. Some experience of Sixth Form teaching desirable.

MATHEMATICS TEACHER, Scale 2, for Junior School work on matriculation at various levels, commencing with 2nd year work under-graduate Economics and Statistics to teach Economics to Advanced level.

Application by letter to the Head giving details of qualifications and experience together with names and addresses of two referees. (No application forms). Further details obtainable from Head of Mathematics Department enclosing stamped addressed envelope. Assistance with removal expenses in approved cases. Housing need appreciated in some areas.

LONDON

CENTRAL FOUNDATION BOYS' GRAMMAR SCHOOL
Cowper Street, London EC2A 4AP
(Nearest Old Street Station)

Required for January 1977 or later, in view of retirement of present teacher, a MATHEMATICS TEACHER (Scale 2) to teach MATHEMATICS to GCE level in this three-form entry boys' grammar school. The vacancy is due to the promotion of the present holder of the post to a Deputy Headship, but a temporary appointment at Scale 3 may be considered if circumstances so require.

Scale 2 allowance of £150 per annum for a graduate possessing an Honours degree in Mathematics or an equivalent qualification, and specific responsibility for one of the teams which also includes specific responsibility for the Mathematics Department.

The successful candidate will be able to teach Mathematics to all levels up to Sixth Form standard. Mathematics is a very popular subject in the Sixth Form. Established courses to O, A and S levels in both Pure and Applied Mathematics. Scale 2 allowance would be available for suitably experienced and qualified candidate.

Application forms to Headmaster in first instance.

GRAVESHAM DIVISION

THE GORDON SCHOOL
Lower Higham Road, Gravesend
(Roll: 1,100 mixed 11-18)

Required for January or as soon as possible :—

TEACHER of MATHEMATICS to be responsible to Head of Mathematics Department (salary Scale 3). Interviews will be held in December. Applications by letter to the Head at the School, giving the names and addresses of two referees, full curriculum vitae and brief particulars of special interests in the subject.

KIRKLEES

METROPOLITAN COUNCIL
SHELLEY WOOD SECONDARY SCHOOL
New Hey Road, Huddersfield.
Telephone 0484 [illegible]
(Girls; 13-18 comprehensive: 1,500 places)

A new developing comprehensive school opened in September 1975 on a 61-acre site with a Sixth Form. Close to the new M62 motorway and 5 miles from the M62/M1 junction for Manchester and Leeds. Required for January 1977 :—

MATHEMATICS TEACHER (Scale 2) to teach MATHEMATICS to GCE and CSE level and some participation in the second computer course.

Application forms and further particulars obtainable from the Headmistress, to be returned as soon as possible.

LONDON

CENTRAL FOUNDATION BOYS' GRAMMAR SCHOOL
Cowper Street, London EC2A 4AP
(Nearest Old Street Station)

Required for January 1977 or later :—

MATHEMATICS TEACHER (Scale 2) to teach Mathematics to GCE level in this three-form entry boys' grammar school. The vacancy is due to the promotion of the present holder of the post to a Deputy Headship, but a temporary appointment at Scale 3 may be considered if circumstances so require.

Scale 2 allowance of £150 per annum for a graduate possessing an Honours degree in Mathematics or an equivalent qualification, and specific responsibility for one of the teams which also includes specific responsibility for the Mathematics Department.

The successful candidate will be able to teach Mathematics to all levels up to Sixth Form standard. An ability to teach Computer Studies at C.S.E. will be an advantage.

Apply immediately to the Headmaster at the School, giving details of age, qualifications and experience and the names of two referees.

SUTTON

CORBISHLEY HIGH SCHOOL
Wallington Road, Hutton, Brentwood
(Roll: 1,000 Boys and Girls)

Required for January, 1977 :—

TEACHER of MATHEMATICS (Scale 2) to teach mainly to CSE and GCE level. Some experience of Computer Studies desirable.

Application forms and further details obtainable from and returnable to the Head Teacher at the School by the 15th November, 1976.

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
ALL SAINTS COUNTY CAMPUS—ANDOVERSGATE HALL SCHOOL
Redhill, Bletchley, Bucks.
(A TEACHERED. Scale 1 of MATHEMATICS to work with the team teaching mixed ability groups in the first year school and also with the students for CSE, O and A level examinations. A suitable candidate should also be able to offer computing or A level Applied Maths. This can be a Scale 1 or Scale 2 post available for a suitably qualified applicant. A temporary appointment for one or two terms would also be considered.

Apply, with testimonials and the names of 2 referees, direct to the Headmistress.

GRAVESHAM DIVISION

THE GORDON SCHOOL
Lower Higham Road, Gravesend
(Roll: 1,100 Mixed 11-18)

Required for January or as soon as possible :—

TEACHER of MATHEMATICS to be responsible to Head of Mathematics Department (salary Scale 3). Interviews will be held in December. Applications by letter to the Head at the School, giving the names and addresses of two referees, full curriculum vitae and brief particulars of special interests in the subject.

BERKSHIRE

BERKSHIRE COUNTY COUNCIL
DOWNSHIRE SCHOOL
Ascot Road, Maidenhead
(Boys' Comprehensive 11-18 : 1,000)

Required for January, 1977 :—

MATHEMATICS TEACHER (Scale 2) to teach across the whole ability range in CSE and GCE courses. Some experience of Computer Studies and willingness to help with the second computer course desirable.

Application forms and further details from the Headmaster, to be returned as soon as possible.

BUCKINGHAMSHIRE

AYLESBURY VALE DIVISION
CHENECHAIL SCHOOL
SECONDARY SCHOOL
London Road, Buckingham
Headteacher, P. Coatesworth, B.A.
(568 Boys and Girls)

Required January, TEACHER for MATHEMATICS to interest in Physical Education desirable.

Removal expenses up to £150 payable in approved cases. Also a housing allowance for married teachers if unable to provide accommodation.

Application forms (stamped addressed envelope) from Headteacher.

BURY

(Metropolitan Borough of)
DERBY GRAMMAR SCHOOL
Parkville Road,
Bury New Road, Prestwich
(Number on Roll : 984)

Required for January, 1977 :

TEACHER, Scale 2-3, for MATHEMATICS to teach GCE and CSE.

Application forms and further details obtainable from and returnable to the Head Teacher at the School by the 15th November, 1976.

BURY

(Metropolitan Borough of)
HOLY TRINITY SECONDARY SCHOOL
Bury New Road, Prestwich
(Number on Roll : 1,000)

Required for January, 1977 :

TEACHER of MATHEMATICS (Scale 2) to teach GCE and CSE.

Application forms and further details obtainable from and returnable to the Head Teacher at the School by the 15th November, 1976.

CAMBRIDGESHIRE

HUNTINGDON AREA
THE KING JAMES SCHOOL
Grammar, St. Neots
(Roll: 1,000 Mixed 11-18)

Head: D. Mowbray, B.A.

This School was opened in 1971 with 2 forms of entry (60-form) entry community comprehensive school. It is based entirely in new buildings and is very well equipped.

Required for January 1977 :—

TEACHER of MATHEMATICS (Scale 2) to teach mainly in the 11 to 16 age range in CSE and GCE courses.

Further details about the post and application forms are available from the Principal Senior Schoolmaster, Harford House, Huntingdon PE18 6BN. Phone Alliton Keynes (0908) 314266. Full telephone number will be sent immediately.

CAMBRIDGESHIRE

PETERBOROUGH AREA
THORNHOUSE GRAMMAR SCHOOL
Thorpe Road, Orton Longueville
Peterborough 64071

(Roll 1,200 (about) Boys and Girls)

Required for January, 1977 :

MATHEMATICS TEACHER, Scale 2, to teach MATHEMATICS to GCE and CSE level. This is a new post.

The School is well equipped and situated three miles south-west of Peterborough.

Letters of application giving curriculum vitae and the names of two referees to be sent to the Headmaster, Mr. J. Hutchinson.

A stamped addressed envelope should be enclosed as acknowledgement is required.

EAST SUSSEX

COUNTY COUNCIL
HILLCREST SECONDARY SCHOOL
Haslemiresse: Miss N. P. Kelly
(Roll 1,450)

Required January 1977: ASSISTANT TEACHER of MATHEMATICS to GCE level. Scale 1 post.

Application forms to be returned immediately from the Headmistress at the school, Rye Road, Hastings.

ESSEX

BILLERICAY (MIXED 11 TO 18) SCHOOL
(Group VII)
(Roll: 1,450 Main School—200+ Sixth Form)

School Road, Billericay
Telephone: 02-774 66101

Required for January 1977 :
TEACHER of MODERN MATHEMATICS up to O & A level and CSE level. Possibility of Sixth Form work if desired. Scale 2. Fringe allowance of £150 p.a. payable.

Application by letter to Headmaster.

CECIL JONES HIGH SCHOOL
(Mixed 11-18)
Eastern Avenue,
Brighton-on-Sea
Telephone:
Southend-on-Sea 68000

ASSISTANT TEACHER of MATHEMATICS preferably with some Geography required for January to work almost entirely in the 11 to 16 age range. There is a good new unit to teach the full ability range and there is a fully comprehensive school with a strong selective element.

Application forms and further particulars may be obtained from the Head of the Department to whom completed application forms should be returned.

HAMPSHIRE

NORTH WEST AREA

THE HURST SCHOOL
Basingstoke Road, Spurbrook
Eastleigh, Hants
(1,200 Boys and Girls) 11 to 16 Comprehensive Mixed)

Required for January 1977 :
A TEACHER of MATHEMATICS to be a member of a large Mathematics Team. The post is 90% Scale 2 and C.S.E. level, or for a graduate with primary and secondary children. Scale 1 post.

SOUTH EAST AREA

WAKEFORD SCHOOL
Wakeford Way, Clanfield
Hants. (Rowlands Castle 412)
(1,650 Mixed 11-18 Comprehensive Mixed)

Applications are invited from graduates with a degree in MATHEMATICS or a degree in Physics with Mathematics or Engineering Science or Economics with Mathematics. Candidates should be particularly valuable but not essential for the post which is suitable for probationer teacher.

Closing date: Friday, 12th November 1976.

Housing accommodation will be considered in appropriate cases.

Please write to the Head of Mathematics Department for curriculum vitae together with the names of two referees.

HUMBERSIDE

EDUCATION COMMITTEE
HUMBERSIDE DIVISION
HOLDERNESS COMPREHENSIVE SCHOOL
Hedon
Beverley Avenue, Grimsby
Headmaster: Mr. Hall
(Number on Roll: 1,500)

Required for January, 1977 :
Well-qualified full-time or part-time TEACHER of MATHEMATICS to join a large and successful department. Preference will be given to candidates who can offer computing or A level Applied Maths. Scale 2 post available for a suitably qualified applicant. A temporary appointment for one or two terms would also be considered.

Application forms and further particulars may be obtained from the Headmaster at the school to whom completed forms should be returned by 15th November, 1976.

HUMBERSIDE

EDUCATION COMMITTEE
HUMBERSIDE DIVISION
HOWDEN SCHOOL
Howden, Goole
(Roll: 1,000 Mixed 11-18)

Required for January 1977 :
TEACHER of MATHEMATICS to teach mainly in the 11 to 16 age range in CSE and GCE courses.

Further details about the post and application forms are available from the Principal Senior Schoolmaster, Howden School, Howden, Goole DN14 7BH. Phone Howden 30206. Full telephone number will be sent immediately.

DERBYSHIRE

DERBY SCHOOL
(1,400 Boys and Girls)
Mowbray Lane, Littleover, Derby
DE3 7FW
Telephone 21200

Required January, 1977 :
A TEACHER for MATHEMATICS up to Scale 3 post.

The School is well equipped and situated three miles south-west of Derby.

Letters of application giving curriculum vitae and the names of two referees to be sent to the Headmaster, Mr. J. Hutchinson.

A stamped addressed envelope should be enclosed as acknowledgement is required.

LEICESTERSHIRE

HUMPHREY PERKINS HIGH SCHOOL
Cotes Road, Barrow on Soar,
Loughborough, Leicestershire
LE12 8JJ
(Roll 910)

In the Leicestershire Plan for the organisation of secondary education

MATHEMATICS
Scale 1

Required January 1977, TEACHER of MATHEMATICS, Sixth Form work available if desired.

Further details from the Head.

Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

LEICESTERSHIRE

THE BOSWORTH COLLEGE
Lockwood Lane, Desford,
Leicester
(Roll 1,700)

In the Leicestershire Plan for the organisation of secondary education

MATHEMATICS
Scale 1

Required January to teach at all levels. Emphasis on individual work in spacious integrated Mathematics area including Computer Studies.

Further details from the Head of Mathematics, Mr. [illegible] and forms with full particulars and the names of two referees (stamped envelope).

LONDON

CENTRAL FOUNDATION BOYS' GRAMMAR SCHOOL
Cowper Street, London EC2A 4AP
(Nearest Old Street Station)

Required for January 1977 a MATHEMATICS TEACHER to teach Mathematics to GCE level in this three-form entry boys' grammar school. The vacancy is due to the promotion of the present holder of the post to a Deputy Headship, but a temporary appointment at Scale 3 may be considered if circumstances so require.

Scale 2 allowance of £150 per annum for a graduate possessing an Honours degree in Mathematics or an equivalent qualification, and specific responsibility for one of the teams which also includes specific responsibility for the Mathematics Department.

The successful candidate will be able to teach Mathematics to all levels up to Sixth Form standard. An ability to teach Computer Studies at C.S.E. will be an advantage.

Apply immediately to the Headmaster at the School, giving details of age, qualifications and experience and the names of two referees.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
THE CHAFFORD SCHOOL
(Roll 937, Co-educational)
Lambs Hatch, Essex IG5 9XD

Required January, 1977, or as soon as possible thereafter :—

An experienced TEACHER to be second Head of MATHEMATICS (Scale 3) to assist the Head of Department at all levels. The post would include responsibility for the Computer Studies course in Computer Studies, which is taught to G.C.E. 'A' level, and would be an advantage. Temporary or permanent post.

Salary according to Head Teacher's Group (Group 1) plus Allowance of £1,002 per annum payable.

Applications by letter to the Headmaster.

HAMPSHIRE

SOUTH EAST AREA

HORNDEAN SCHOOL
Barton Cross, Horndean
Hampshire
(1,500 on roll)

(New, purpose-built, 11 to 18 mixed comprehensive school opening 1978 in pleasant countryside)

Required for September 1977 or as soon as possible thereafter :—

MATHEMATICS TEACHER, Scale 3 (rising to Scale 4 after nursing ability range), for the staffing organisation of small groups from classes of extra mathematics ability in the second year upwards. Some experience of Sixth Form teaching desirable.

MATHEMATICS TEACHER, Scale 2, for Junior School work on matriculation at various levels, commencing with 2nd year work under-graduate Economics and Statistics to teach Economics to Advanced level.

Application by letter to the Head giving details of qualifications and experience together with names and addresses of two referees. (No application forms). Further details obtainable from Head of Mathematics Department enclosing stamped addressed envelope. Assistance with removal expenses in approved cases. Housing need appreciated in some areas.

LONDON

CENTRAL FOUNDATION BOYS' GRAMMAR SCHOOL
Cowper Street, London EC2A 4AP
(Nearest Old Street Station)

Required for January 1977 or later, in view of retirement of present teacher, a MATHEMATICS TEACHER (Scale 2) to teach MATHEMATICS to GCE level in this three-form entry boys' grammar school. The vacancy is due to the promotion of the present holder of the post to a Deputy Headship, but a temporary appointment at Scale 3 may be considered if circumstances so require.

Scale 2 allowance of £150 per annum for a graduate possessing an Honours degree in Mathematics or an equivalent qualification, and specific responsibility for one of the teams which also includes specific responsibility for the Mathematics Department.

The successful candidate will be able to teach Mathematics to all levels up to Sixth Form standard. An ability to teach Computer Studies at C.S.E. will be an advantage.

Apply immediately to the Headmaster at the School, giving details of age, qualifications and experience and the names of two referees.

HILLINGDON

(London Borough of)
STOCKLEY ACADEMY
Clarence Avenue, Yiewsley
(Number on Roll : 984)

11-16 on School roll, 60 in Sixth Form

Headmaster: K. R. R. Brewin, M.Sc.

Required for January, 1977 :—

MATHEMATICS TEACHER, Scale 2, to teach in the comprehensive school. Applications invited from graduates possessing qualifications suitable for teaching Mathematics to all levels up to O level in Sixth and Mixed Ability classes.

Application forms and further details from the Headmaster at the School. Closing date for receipt of applications 10th November, 1976.

SUTTON

CARSHALTON HIGH SCHOOL
Shaftesbury Avenue, Carshalton
(Roll: 1,000 Mixed 11-18)

Required for January, 1977 :

TEACHER of MATHEMATICS (Scale 2) to teach mainly to CSE and GCE level. Some experience of Computer Studies desirable.

Application forms and further details obtainable from and returnable to the Head Teacher at the School by the 15th November, 1976.

BRENT

(London Borough of)
PRESTON MANOR HIGH (MIXED) SCHOOL
Carlton Avenue East, Wembley
(Girls 13-18 expanding to full seven form entry; 1,130 approximately when complete)

Established 1958 in well established High Road position. Excellent modern facilities in all departments.

Required from January—

MATHEMATICS TEACHER (Scale 2) to teach mainly in the Sixth Form. Applicants should be graduates with a good honours degree in Mathematics and a Post-graduate Certificate of Education. Duties will include participation in the second computer course.

Application forms and further particulars obtainable from the Headmaster, to be returned as soon as possible.

CROYDON

(London Borough of)
ADDINGTON MANOR HIGH SCHOOL
Featherbed Lane, Addington
Croydon CR0 9AA
(Roll: 1,000 Mixed 11-18)

Required for January, 1977 :

TEACHER of MATHEMATICS (Scale 2) to teach mainly in the 11 to 16 age range in CSE and GCE courses.

Further details about the post and application forms are available from the Principal Senior Schoolmaster, Addington Manor High School, Featherbed Lane, Addington, Croydon CR0 9AA. Phone 01-657 8877. Full telephone number will be sent immediately.

HAVERING

(London Borough of)
EDUCATION DEPARTMENT
HUTTON BOYS' SCHOOL
Hutton, Brentwood, Essex
(Roll 1,150 Boys)

Required for January 1977 :

TEACHER of MATHEMATICS to teach mainly in the Sixth Form. Scale 2 post available for a suitably qualified and experienced teacher.

Application forms and further particulars may be obtained from the Headmaster at the School to whom completed forms should be returned by 15th November, 1976.

HAMPSHIRE

NORTH EAST AREA
FLEET SECONDARY SCHOOL
Kingsmead, Fleet
(Roll: 1,000 Mixed 11-18)

Required January 1977 :

TEACHER of MATHEMATICS (Scale 2) to teach mainly in the 11 to 16 age range in CSE and GCE courses.

Further details about the post and application forms are available from the Principal Senior Schoolmaster, Fleet Secondary School, Kingsmead, Fleet GU13 8AT. Phone Fleet 21122. Full telephone number will be sent immediately.

CAMBRIDGESHIRE

HUNTINGDON AREA
THE KING JAMES SCHOOL
Grammar, St. Neots
(Roll: 1,000 Mixed 11-18)

Head: D. Mowbray, B.A.

This School was opened in 1971 with 2 forms of entry (60-form) entry community comprehensive school. It is based entirely in new buildings and is very well equipped.

Required for January 1977 :—

TEACHER of MATHEMATICS (Scale 2) to teach mainly in the 11 to 16 age range in CSE and GCE courses.

Further details about the post and application forms are available from the Principal Senior Schoolmaster, Harford House, Huntingdon PE18 6BN. Phone Alliton Keynes (0908) 314266. Full telephone number will be sent immediately.

HAMPSHIRE

NORTH WEST AREA

THE HURST SCHOOL
Basingstoke Road, Spurbrook
Eastleigh, Hants
(1,200 Boys and Girls) 11 to 16 Comprehensive Mixed)

Required for January 1977 :
A TEACHER of MATHEMATICS to be a member of a large Mathematics Team. The post is 90% Scale 2 and C.S.E. level, or for a graduate with primary and secondary children. Scale 1 post.

SOUTH EAST AREA

WAKEFORD SCHOOL
Wakeford Way, Clanfield
Hants. (Rowlands Castle 412)
(1,650 Mixed 11-18 Comprehensive Mixed)

Applications are invited from graduates with a degree in MATHEMATICS or a degree in Physics with Mathematics or Engineering Science or Economics with Mathematics. Candidates should be particularly valuable but not essential for the post which is suitable for probationer teacher.

Closing date: Friday, 12th November 1976.

Housing accommodation will be considered in appropriate cases.

Please write to the Head of Mathematics Department for curriculum vitae together with the names of two referees.

HUMBERSIDE

EDUCATION COMMITTEE
HUMBERSIDE DIVISION
HOLDERNESS COMPREHENSIVE SCHOOL
Hedon
Beverley Avenue, Grimsby
Headmaster: Mr. Hall
(Number on Roll: 1,500)

Required for January, 1977 :
Well-qualified full-time or part-time TEACHER of MATHEMATICS to join a large and successful department. Preference will be given to candidates who can offer computing or A level Applied Maths. Scale 2 post available for a suitably qualified applicant. A temporary appointment for one or two terms would also be considered.

Application forms and further particulars may be obtained from the Headmaster at the school to whom completed forms should be returned by 15th November, 1976.

HUMBERSIDE

EDUCATION COMMITTEE
HUMBERSIDE DIVISION
HOWDEN SCHOOL
Howden, Goole
(Roll: 1,000 Mixed 11-18)

Required for January 1977 :
TEACHER of MATHEMATICS to teach mainly in the 11 to 16 age range in CSE and GCE courses.

Further details about the post and application forms are available from the Principal Senior Schoolmaster, Howden School, Howden, Goole DN14 7BH. Phone Howden 30206. Full telephone number will be sent immediately.

DERBYSHIRE

DERBY SCHOOL
(1,400 Boys and Girls)
Mowbray Lane, Littleover, Derby
DE3 7FW
Telephone 21200

Required January, 1977 :
A TEACHER for MATHEMATICS up to Scale 3 post.

The School is well equipped and situated three miles south-west of Derby.

Letters of application giving curriculum vitae and the names of two referees to be sent to the Headmaster, Mr. J. Hutchinson.

A stamped addressed envelope should be enclosed as acknowledgement is required.

EAST SUSSEX

COUNTY COUNCIL
HILLCREST SECONDARY SCHOOL
Haslemiresse: Miss N. P. Kelly
(Roll 1,450)

Required January 1977: ASSISTANT TEACHER of MATHEMATICS to GCE level. Scale 1 post.

Application forms to be returned immediately from the Headmistress at the school, Rye Road, Hastings.

ESSEX

BILLERICAY (MIXED 11 TO 18) SCHOOL
(Group VII)
(Roll: 1,450 Main School—200+ Sixth Form)

School Road, Billericay
Telephone: 02-774 66101

Required for January 1977 :
TEACHER of MODERN MATHEMATICS up to O & A level and CSE level. Possibility of Sixth Form work if desired. Scale 2. Fringe allowance of £150 p.a. payable.

Application by letter to Headmaster.

CECIL JONES HIGH SCHOOL
(Mixed 11-18)
Eastern Avenue,
Brighton-on-Sea
Telephone:
Southend-on-Sea 68000

ASSISTANT TEACHER of MATHEMATICS preferably with some Geography required for January to work almost entirely in the 11 to 16 age range. There is a good new unit to teach the full ability range and there is a fully comprehensive school with a strong selective element.

Application forms and further particulars may be obtained from the Head of the Department to whom completed application forms should be returned.

HAMPSHIRE

SOUTH EAST AREA
ALDERSHOT MANOR SCHOOL
Aldershot, Hants
(Number on Roll: 1,000)
Comprehensive Girls 11 to 16

Required for January, 1977. Scale 2 post.
MATHEMATICS for the age range 11 to 16 years.

Please write to the school giving curriculum vitae together with names and address of two other referees.

Further details obtainable from Head. Assistance with removal expenses in approved cases.

HAVERING

(London Borough of)
EDUCATION DEPARTMENT
HUTTON BOYS' SCHOOL
Hutton, Brentwood, Essex
(Roll 1,150 Boys)

Required for January 1977 :

TEACHER of MATHEMATICS to teach mainly in the Sixth Form. Scale 2 post available for a suitably qualified and experienced teacher.

Application forms and further particulars may be obtained from the Headmaster at the school to whom completed forms should be returned by 15th November, 1976.

REDBRIDGE

(London Borough of)
WANSTEAD HIGH SCHOOL
Redbridge Lane East
(Roll: Girls 1,000 plus Sixth Form)

Required for January, 1977 :
TEACHER of MATHEMATICS to teach mainly in the 11 to 16 age range in CSE and GCE courses. Scale 2 post available for a suitably qualified and experienced teacher. Some experience of Computer Studies desirable.

Application forms and further particulars may be obtained from the Headmistress at the school to whom completed forms should be returned by 15th November, 1976.

REDBRIDGE

(London Borough of)
WANSTEAD HIGH SCHOOL
Redbridge Lane East
(Roll: Girls 1,000 plus Sixth Form)

Required for January, 1977 :
TEACHER of MATHEMATICS to teach mainly in the 11 to 16 age range in CSE and GCE courses. Scale 2 post available for a suitably qualified and experienced teacher. Some experience of Computer Studies desirable.

Application forms and further particulars may be obtained from the Headmistress at the school to whom completed forms should be returned by 15th November, 1976.

WALTHAM FOREST

(London Borough of)
EDUCATION COMMITTEE
The Borough is wholly part of Central London and adjoins Epping Forest. London Transport passes.

Salary payable January 1977 :
Headmaster: GEORGE MONOUX SCHOOL
(Boys)
Lea Bridge Road, London E10
Head Teacher: M. A. T. Jones, M.A.

MATHEMATICS TEACHER to teach mainly in the 11 to 16 age range in CSE and O and A level courses.

Application forms and further particulars may be obtained from the Headmaster, Peter Pocock, Telephone Number 01-527 4813.

Closing date 10th December, 1976.

Application forms to the Headmaster, with names of two referees, as soon as possible.

WALTHAM FOREST

(London Borough of)
EDUCATION COMMITTEE
The Borough is wholly part of Central London and adjoins Epping Forest. London Transport passes.

Salary payable January 1977 :
Headmaster: GEORGE MONOUX SCHOOL (Boys)
Lea Bridge Road, London E10
Head Teacher: M. A. T. Jones, M.A.

MATHEMATICS TEACHER to teach mainly in the 11 to 16 age range in CSE and O and A level courses.

Application forms and further particulars may be obtained from the Headmaster, Peter Pocock, Telephone Number 01-527 4813.

Closing date 10th December, 1976.

Application forms to the Headmaster, with names of two referees, as soon as possible.

WILTSHIRE

EDUCATION COMMITTEE
WESTBURY AREA
WESTBURY HIGH SCHOOL
Westbury, Wiltshire
(Roll: 1,000 Mixed 11-18)

Required January, 1977 :
TEACHER of MATHEMATICS to teach mainly in the 11 to 16 age range in CSE and GCE courses.

Further details about the post and application forms are available from the Principal Senior Schoolmaster, Westbury High School, Westbury, Wiltshire BA13 3EP. Phone Westbury (0373) 822434. Full telephone number will be sent immediately.

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
NEWTOWN HIGH SCHOOL

Required for 1st January, 1977 :
TEACHER of MATHEMATICS to Ordinary and Advanced levels. Applications from graduates will be considered but those with Post-graduate Certificate of Education will be preferred.

Salary Scale: Burnham Scale 2 with London Allowance.

Application forms and further particulars from the Head Teacher at the above address.

Ref.: 159/M/81.

Application forms obtainable from the Director of Education, County Offices, Llandrindod Wells, Powys.

REDBRIDGE

(London Borough of)
HAVERING SCHOOL
Main Road, Romford
(Roll: 1,200 Mixed 11-18)

Required for January, 1977 :
TEACHER of MATHEMATICS to teach mainly in the 11 to 16 age range in CSE and GCE courses. Scale 2 post available for a suitably qualified and experienced teacher. Some experience of Computer Studies desirable.

Application forms and further particulars may be obtained from the Headmaster at the school to whom completed forms should be returned by 15th November, 1976.

REDBRIDGE

(London Borough of)
HAVERING SCHOOL
Main Road, Romford
(Roll: 1,200 Mixed 11-18)

Required for January, 1977 :
TEACHER of MATHEMATICS to teach mainly in the 11 to 16 age range in CSE and GCE courses. Scale 2 post available for a suitably qualified and experienced teacher. Some experience of Computer Studies desirable.

Application forms and further particulars may be obtained from the Headmaster at the school to whom completed forms should be returned by 15th November, 1976.

SECONDARY
Modern Languages continued

HILLINGDON

(London Borough of)
STOCKLEY ACADEMY
Clarence Avenue, Yiewsley
(Number on Roll: 984)

11-16 on School roll, 60 in Sixth Form

Headmaster: K. R. R. Brewin, M.Sc.

Required for January, 1977 :—

TEACHER of FRENCH to join a strong and well resourced Modern Languages Department. Applicants should be well qualified and experienced to teach in examination level both upwards and downwards. Evidence of ability to organise and encourage interest in foreign languages essential. Duties will include supervision of language laboratory and assistance with visits and exchanges.

Apply in the first instance to the Headmaster, giving the names and addresses of two referees, and indicating the date of possible interview.

Salary according to Head Teacher's Group (Group 1) plus Allowance of £1,002 per annum payable.

Further details available on application to the Headmaster. Closing date for applications by letter to the Headmaster with names of two referees, 10 days after publication of this advertisement.

HUMBERSIDE

EDUCATION COMMITTEE
HUMBERSIDE DIVISION
THORPE SCHOOL
Cleethorpes, Humberside
(Roll: 1,000 Mixed 11-18)

Required January, 1977 :
TEACHER of FRENCH to teach mainly in the 11 to 16 age range in CSE and GCE courses.

Further details about the post and application forms are available from the Principal Senior Schoolmaster, Thorpe School, Cleethorpes DN35 0PW. Phone Cleethorpes (0472) 697311. Full telephone number will be sent immediately.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS GRAMMAR SCHOOL
Southfield Road, Pembury Walks
Kent
(Roll 1,000, 200 in Sixth Form)

Required for January, 1977 :
TEACHER of FRENCH to teach mainly in the Sixth Form. Scale 2 post.

Applications by letter to the Headmaster, Mr. J. Hutchinson.

LINCOLNSHIRE

COUNTY COUNCIL
SPALDING HIGH SCHOOL
Spalding, Lincs.
(Roll: 1,000 Mixed 11-18)

Required for January, 1977 :
A TEACHER of FRENCH to teach mainly in the 11 to 16 age range in CSE and GCE courses. Scale 2 post available for a suitably qualified and experienced teacher. Some experience of Computer Studies desirable.

Application forms and further particulars may be obtained from the Headmaster at the school to whom completed forms should be returned by 15th November, 1976.

SHEFFIELD

EDUCATION COMMITTEE
HILLSIDE SCHOOL
Hillside Road, Sheffield S6 4JJ
(Roll: 1,000 Mixed 11-18)

An 11-18 Comprehensive School with a well-established Modern Languages Department. Applications are invited for the following posts :—

TEACHER of FRENCH to teach throughout the school. Scale 2 post.

TEACHER of GERMAN to teach throughout the school. Scale 1 post.

1 time S.P.R.

Applications by letter to the Headmaster stating age, qualifications and experience and the names and addresses of three referees.

SHREWSBURY

HIGH SCHOOL
(Girls 11-18 Grammar)
Required for January 1977 or next term, TEACHER of MODERN LANGUAGES (French and German) to teach throughout the school. Candidates should be graduates with a good honours degree and Certificate of Education. Scale 2 post. Duties to include participation in second computer course.

Application forms and further particulars from the Headmistress, to be returned as soon as possible.

STAFFORDSHIRE

EDUCATION COMMITTEE
BECKENHALL SCHOOL
SECONDARY SCHOOL
Shaw's Lane, Stone
Telford
(Roll: 1,140 Mixed)

Required for January, 1977 or soon as possible thereafter :—

TEACHER of MATHEMATICS to 15 Middle School years and to assist in organisation area.

Further particulars and application are available from the Headmaster at the school. Completed forms should be returned as soon as possible.

Closing date 10th December, 1976.

SUFFOLK

COUNTY COUNCIL
EDUCATION DEPARTMENT
11 to 18 Mixed 2-form entry Upper Comprehensive School

Headmaster: J. Bell, M.A.

Required January 1977 :
ASSISTANT TEACHER of MATHEMATICS to teach mainly in the 11 to 16 age range in CSE and GCE courses. Scale 2 post available for a suitably qualified and experienced teacher.

Forms and details may be obtained from the Headmaster at the school to whom they should be returned as soon as possible.

WALTHAM FOREST

(London Borough of)
EDUCATION COMMITTEE
The Borough is wholly part of Central London and adjoins Epping Forest. London Transport passes.

Salary payable January 1977 :
Headmaster: GEORGE MONOUX SCHOOL (Boys)
Lea Bridge Road, London E10
Head Teacher: M. A. T. Jones, M.A.

MATHEMATICS TEACHER to teach mainly in the 11 to 16 age range in CSE and O and A level courses.

Application forms and further information from the Headmaster, Peter Pocock, Telephone Number 01-527 4813.

Closing date 10th December, 1976.

Application forms to the Headmaster, with names of two referees, as soon as possible.

WILTSHIRE

EDUCATION COMMITTEE
WESTBURY AREA
WESTBURY HIGH SCHOOL
Westbury, Wiltshire
(Roll: 1,000 Mixed 11-18)

Required January, 1977 :
TEACHER of MATHEMATICS to teach mainly in the 11 to 16 age range in CSE and GCE courses.

Further details about the post and application forms are available from the Principal Senior Schoolmaster, Westbury High School, Westbury, Wiltshire BA13 3EP. Phone Westbury (0373) 822434. Full telephone number will be sent immediately.

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
NEWTOWN HIGH SCHOOL

Required for 1st January, 1977 :
TEACHER of MATHEMATICS to Ordinary and Advanced levels. Applications from graduates will be considered but those with Post-graduate Certificate of Education will be preferred.

Salary Scale: Burnham Scale 2 with London Allowance.

Application forms and further particulars from the Head Teacher at the above address.

Ref.: 159/M/81.

Application forms obtainable from the Director of Education, County Offices, Llandrindod Wells, Powys.

METROPOLITAN BOROUGH OF STOCKPORT

SECONDARY

Required for January, 1977.

Bramhall High School, Seal Road, Bramhall

TEACHER OF PHYSICAL EDUCATION (BOYS)

Scale 1

(Ref. 329/TES)

Marple Ridge High School, Hibbert Lane, Marple

TEACHER IN THE ENVIRONMENTAL SCIENCE

Scale 1

(Ref. 324/TES)

To join a team teaching an integrated Environmental Science Course in Years 1-3. The teacher may also make a significant contribution to the teaching of Biology, Geography or Environmental Science in the Upper School to 'A' level.

Application forms from the Director of Education, Town Hall, Stockport (quoting reference number) and return to the Head Teacher by 10th November, 1976.

Lancashire County Council

CLOSING DATE NOVEMBER 8, 1976

Primary and Special Schools

For application form send stamped addressed foolscap envelope to Chief Education Officer, PO Box 61, County Hall, Preston PR1 8RJ, *unless otherwise stated.*

Secondary Schools

Forms/further details from and returnable to the Head Teacher at the School. Stamped addressed envelope, please. *(1977, unless otherwise stated)*

PRIMARY SCHOOLS

HEADSHIP

WHITWORTH ST ANSELM'S RC (VA)
January 1, 1977, or May 1, 1977.
Juniors and Infants.
Head Teacher, Group 3.

SPECIAL EDUCATION

BLACKBURN, DAME EVELYN FOX SPECIAL SCHOOL (ESN(S)) (80, Mixed)
January, 1977, or earlier if possible.
Juniors/Seniors.
Scale 1.
Experienced Teacher for Mentally Handicapped.

SECONDARY SCHOOLS

HEADSHIPS

LANCASTER, OUR LADY'S RC HIGH SCHOOL (11-18, Mixed, Comprehensive, 1,000 on roll)
Morecambe Road, Lancaster
September 1, 1977.
Grade 3.

WORDEN HIGH (Roll 748)
Westfield Drive, Leyland PR5 1QH
Forms/further details from/returnable to District Education Officer, East Cliff County Offices, Preston, Group 6.

HEAD OF DEPARTMENT

PRESTON TULKETH HIGH SCHOOL (880, Mixed)
Tulketh Hall, Preston PR2 8TX
January or May, 1977.
Modern Languages, French (y 'O' level and CSE.
Scale 3.

SCALE 2 POST

LANCASTER, OUR LADY'S RC HIGH SCHOOL (11-18, Mixed, Comprehensive, 1,200 on roll)
Morecambe Road, Lancaster
January 1, 1977, or May 1, 1977.
Latin to 'A' level and subsidiary French

PRESTON ST JOHN FISHER RC HIGH SCHOOL (650, Mixed)
Lawrence Avenue, Preston PR1 4LX
May 1, 1977.
English. Second in the Department.

SCALE 1 POSTS

ACCRINGTON AND ROSSENDALE COLLEGE (Further Education)
Broadway, Accrington
Lecturer in Mathematics (Ref. 1/1)
Lecturer in Mathematics (Ref. 1/2)
Lecturer in Mathematics (Ref. 1/3)
Lecturer in Mathematics (Ref. 1/4)
Lecturer in Mathematics (Ref. 1/5)
Lecturer in Mathematics (Ref. 1/6)
Lecturer in Mathematics (Ref. 1/7)
Lecturer in Mathematics (Ref. 1/8)
Lecturer in Mathematics (Ref.

SECONDARY
Science
continued

EAST SUSSEX
COUNTY COUNCIL
THE DOWN SCHOOL, Hailsham
Headmaster, Mr. C. B. Evans, B.Sc.
Required January, 1977, TEACHER of BIOLOGY, Scale 3. Preference will be given to graduates.
School scheduled to become 11 to 18 Comprehensive School September, 1977. Sixth Form College to be established at the same time.
Application forms (to be returned immediately) from the Headmaster at the school, Down Road, Heathfield.

ENFIELD
London Borough of)
EDUCATION COMMITTEE
WINCHMORE SCHOOL
WINCHMORE HILL
LONDON N21 3HS
Telephone 01-886 5151
Head: Mr. J. Sutherland, M.A.
Required January, 1977, a SCIENCE TEACHER with a preference for Physics to teach mainly lower 9S3 ranges.
Application forms and further details may be obtained from the Head Teacher at the school. Closing date 10th November

SPECIAL EDUCATION
Scale 1 Posts continued

BIRMINGHAM
SOCIAL SERVICES
PENNAL SCHOOL
TEACHER required who can combine enthusiasm and an imaginative approach with the ability to relate unsympathetically with and personally understand the problems of specially deprived and emotionally disturbed boys.
The post involves taking responsibility for a group of boys in need of remedial education and requires a genuine concern for problems of adolescence. Ability to teach one main or secondary subject at least to A level.
Salary A.T.C. conditions (Burnham Scale) with £955 addition to scale plus £290 extraneous duty payment plus £515 supplement.
Application forms to be returned as soon as possible, from: The Principal, Pennal School, Ivington Road, Harborne, Birmingham 17. Tel. Telephone: 021-426 1224. Informal inquiries by visit or telephone would be welcome.

BRENT
(London Borough of)
BARNETTS GREEN
SECONDARY SCHOOL
Barnetts Green Road, N.W.10
(Roll: 46)
Required as soon as possible:
Two ASSISTANT TEACHERS to teach secondary age pupils of below average ability in mixed classes. Practical subjects essential. An ability to teach Art (Craft or allied subjects would be very helpful.
Two Challenging posts dealing with girls of below average ability from Reception classes and domestic environment. Practical and imaginative and flexible approach to the basic subjects. Special Schools allowance, the second Scale 3 post.
London Allowance of £400 per annum is payable and there is a removal scheme for teachers with removal expenses including legal fees, travelling and settling allowances. Candidates should apply by letter to the Head Teacher, School Hatch Green days giving age, present post, qualifications, experience and references.

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants to meet legal expenses are payable to teaching staff appointed from outside the London area.
GROVELAND SCHOOL
Growlands Road, St. Paul's Cray, Orpington, Kent
Required for Spring Term, 1977, a TEACHER to take charge of a small group of pupils in this Junior Mixed Special School for E.S.N.(M) children. Applicants should have a genuine interest in, and sympathy for, such children and be able to find here opportunities to develop existing skills and knowledge. Encouragement of general studies with emphasis on numerical, environmental and practical preparation for work.
Application forms obtainable from the Head Teacher Miss Shirley Bromley Road, Catford, London, S.E.6 Kent Girls' Grammar School, Canterbury, Kent. Telephone 01-697 4444. Closing date 10th November 1976.

BROMLEY
(London Borough of)
MOTTINGHAM SPECIAL SCHOOL
Mottingham Road, S.E.9
Number on Roll—120
Required for 1st January, 1977:
TEACHER (Scale 3) for Junior Class E.S.N.(M) children with interest in boys' Physical Education Outdoor Pursuits and Games.
Application forms and further details obtainable from the Head, returnable to the Director of Education, Education Offices, Bromley, Kent, Street, Bromley, by the 30th November, 1976.

BRENT
(London Borough of)
BARNETTS GREEN
SECONDARY SCHOOL
Barnetts Green Road, N.W.10
(Roll: 46)
Required as soon as possible:
Two ASSISTANT TEACHERS to teach secondary age pupils of below average ability in mixed classes. Practical subjects essential. An ability to teach Art (Craft or allied subjects would be very helpful.
Two Challenging posts dealing with girls of below average ability from Reception classes and domestic environment. Practical and imaginative and flexible approach to the basic subjects. Special Schools allowance, the second Scale 3 post.
London Allowance of £400 per annum is payable and there is a removal scheme for teachers with removal expenses including legal fees, travelling and settling allowances. Candidates should apply by letter to the Head Teacher, School Hatch Green days giving age, present post, qualifications, experience and references.

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants to meet legal expenses are payable to teaching staff appointed from outside the London area.
GROVELAND SCHOOL
Growlands Road, St. Paul's Cray, Orpington, Kent
Required for Spring Term, 1977, a TEACHER to take charge of a small group of pupils in this Junior Mixed Special School for E.S.N.(M) children. Applicants should have a genuine interest in, and sympathy for, such children and be able to find here opportunities to develop existing skills and knowledge. Encouragement of general studies with emphasis on numerical, environmental and practical preparation for work.
Application forms obtainable from the Head Teacher Miss Shirley Bromley Road, Catford, London, S.E.6 Kent Girls' Grammar School, Canterbury, Kent. Telephone 01-697 4444. Closing date 10th November 1976.

HAMPSHIRE
FAREHAM GOSPORT AREA
HOSPITALS' HOSPITAL SCHOOL
Lordswood Hospital, Salisbury Green, Southampton
To open 70 pupils aged from 5 to 16 years
E.S.N. (S) — to take group of young multiple handicapped children. Training and experience in *mentally handicapped* pupils preferred. Scale 1 plus Special Schools Allowance. School works four-term year.
Please write to school giving curriculum vitae, together with names and addresses of two educational referees.
Further details from Head. Assistance with removal expenses in approved cases.

HILLINGDON
(London Borough of)
(NEW) GRANGEWOOD E.S.N.(S) SCHOOL
Fore Street, Eastcote, Pinner, Middlesex
Required for April, 1977, a TEACHER to assist with the education of children in the special care unit at this new school due to open early in 1977.
Experience in working with severely handicapped children would be an advantage.
Application forms from the Director of Education, Belmont House, 39 Station Road, Uxbridge, Middlesex UB8 1HA (Telephone Uxbridge 50261, Ext. 261), to whom they should be returned as soon as possible.
London Allowance payable. 7% per cent removal expenses and assistance with accommodation in approved cases.

SURREY
Girls' Finishing School near London requires RESIDENT TEACHER (Qualifications to be equivalent to those for general organization and domestic science) who will be given to applicants with experience in teaching cookery to foreign students and an ability to speak French or Spanish.
Salary by negotiation.
Accommodation available for single person only.
Applications in writing with the names of two referees to Mrs. Principal, Padgett Wood Finishing School, Lightwater, Surrey.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
DOLBY TINDALL SCHOOL
Nottingham Road, Corby, Northants
Required for January, 1977, an experienced TEACHER with qualifications to teach HOMECRAFT.
Finish (Scale 2 plus £624 (Inner London) and Special Schools Allowance) to Head.
Rented accommodation available in Corby.
Application forms and further particulars from the Head Teacher (stamped addressed envelope).

NORTH WALES
GLYN HALL SCHOOL
TEACHER required as soon as possible for this Residential Special School for Maladjusted Children.
Single or married accommodation available.
Music and crafts desirable.
The school established in 1958 is recognised by the D.E.S. and caters for 45 boys and girls maintained by Local Authorities.
Burnham Scale for Special Schools.
Full details (stamped addressed envelope) from the Headmaster, Clwyd Hall School, Ruthin, Clwyd. Tel. Ruthin 3141.

OXFORDSHIRE
MILTON PARK SCHOOL
MILTON
Recently established special School for 35 maladjusted boys of good intelligence requires a resident TEACHER (Graduate) to be responsible for the pastoral care of a group of boys.
Housing or residential accommodation within the immediate area may be obtained from the Principal. Applications to Miss M. Paul, Principal, Milton Park School, Swalcliffe, Banbury, Oxfordshire.

CLARENDON SCHOOL
Hanworth, Hounslow, Hampton, Middlesex
(1) Suitably qualified TEACHER of HOMECRAFT (Scale 2) and Specialist Subject for pupils with varying degrees of handicaps. Own specialist equipment and flexible timetabling. Involvement with pupils' out-of-term responsibility for final year group will be expected.
Scale 2(S) post available for Diploma or Certificate or equivalent experience in Special Education.
Applicants from candidates willing to enter Special Education will also be considered for the Scale 2 post on Scale 1 on the first instance.
(2) Class TEACHER or GRADUATE SUPERVISOR for Junior Class pupils with a variety of handicaps. The post would suit a teacher with a flair for working with young children.
Possession of Diploma or Certificate in Special Education or experience in Special Education, but not essential.
Applications from intent on gaining experience teachers during their Teaching Practice also will also be considered.
Scale 2 plus Special Schools Allowance of £597 per annum.
Forms (foolscap stamped addressed envelope) from the Director of Education, Hesse House, Hanworth Road, Hounslow, Middlesex TW3 3TN, returnable as soon as possible.

YORKSHIRE
Required for January, 1977 for two years only, a qualified TEACHER of the Deaf with a class in the Junior Deaf children. Education and general specialist Language.
Applications to the Headmistress, Burnsall's School for the Deaf, [illegible]

DERBY
DERBY HIGH SCHOOL FOR GIRLS
Hillsway, Littleover
Independent day school: 434 pupils including 150 in Junior School and Kindergarten).
Applications are invited for the post of HEAD upon the retirement of Miss D. M. Tench, M.A., with effect from 1st September, 1977.
Applicants must be communicant members of the Church of England.
The school is associated with the Woodard Schools (Midland) Limited.
Salary will be in accordance with Burnham Scale, Group 4.
Further particulars may be obtained from R. Carman, Esq., A.C.A., Clerk to the Governors, Century House, Mill Lane, Derby, DE1 3NT.
Applications must be returned by Monday, 15th November, 1976.

MERSEYSIDE
BIRKENHEAD PREPARATORY SCHOOL
Applications are invited from TEACHERS wishing to succeed Mrs. Richmond-Brown as Head of Junior School upon the retirement of Mrs. Richmond-Brown at the end of the Summer Term 1977. There are some 200 boys in the school.
Details of the school, the post and the method of application may be obtained from the Headmaster, Birkenhead School, 59 Rivacre Road, Hooton, Merseyside, to whom applications should be sent by November 27th.

SURREY
Girls' Finishing School near London requires resident TEACHER (Qualifications to be equivalent to those for general organization and domestic science) who will be given to applicants with experience in teaching cookery to foreign students and an ability to speak French or Spanish.
Salary by negotiation.
Accommodation available for single person only.
Applications in writing with the names of two referees to the Principal, Padgett Wood Finishing School, Lightwater, Surrey.

Dep ity Headships
Senior Masters/ Mistresses

BERKSHIRE
LEIGHTON PARK SCHOOL
A Quaker Foundation—N.M.C. Boarding, 310 boys 13-18, 125 (including girls) in the Sixth Form.
Applications are invited by 31st December, 1976, for appointment to the post of DEPUTY HEAD as from September, 1977.
Full details may be had from the Headmaster.

WARWICKSHIRE
ARDENSHURST SCHOOL
Henley-in-Arden, Solihull, Warwickshire
Coeducational Day School
Charitable Trust
An experienced graduate TEACHER is required to join the staff in January, 1977. It is intended that the person appointed will be mainly responsible for the development of the Senior School Academic subjects which are MATHEMATICS and/or PHYSICS.
Apply in the first instance to the Headmaster with curriculum vitae and the names of three referees.

Remedial Posts

SOMERSET
MILLFIELD SCHOOL
Co-educational Boarding School of 475 pupils
Required for January, 1977 —
TEACHER, qualified and experienced in remedial teaching. Ability to help with games and boys' activities essential.
Apply to Headmaster, Millfield, Street, Somerset, giving curriculum vitae and the names of two referees.

By Subject Classification

Art and Design

Heads of Department

KENT
SUTTON VALENCE SCHOOL
Required for September, 1977, HEAD of ART DEPARTMENT (Staff 5) and Boys' Hostel by graduate who will teach Fine Arts and some Crafts. Ability to help with extra-curricular activities essential.
Apply to the Headmaster giving full details of qualifications and experience and the names of two referees to the Principal, Sutton Valence School, Maidstone, by Monday, November 15th.

Other Assistants

CAMBRIDGE
ST. MARY'S CONVENT
Required from January TEACHER of HISTORY or GEOGRAPHY up to G.C.E. A level. Also TEACHER of GEOGRAPHY up to G.C.E. O level. Roman Catholic boarding school. Scale according to qualifications and experience (Burnham Scale).

DERBYSHIRE
INDEPENDENT SCHOOLS
ST. MARY'S COLLEGE
MOUNT ST. MARY'S
Required for January, 1977 TEACHER of GEOGRAPHY up to G.C.E. A level. Also TEACHER of MATHEMATICS up to G.C.E. O level. Roman Catholic boarding school. Scale according to qualifications and experience (Burnham Scale) with resident allowance supplement.
Apply for further details to the Headmaster, Mount St. Mary's College, Spinkhill, Sheffield S31 9YG.

EDINBURGH
LORETTO SCHOOL
This non-denominational boys' boarding school requires for September, 1977 a TEACHER of MATHEMATICS to teach up to A/S level. Ability to help with games essential.
Applications should be sent to the Headmaster, Loretto School, Musselburgh, near Edinburgh.

Other Assistants

HAMPSHIRE
FARNBOROUGH HILL CONVENT
Required in September, 1977 a GRADUATE to teach MATHEMATICS to G.C.E. O level and Burnham Scale.
Apply in writing with full details and names of two referees to the Headmistress, Farnborough Hill Convent, Farnborough, Hampshire.

MANCHESTER
CHETHAM'S SCHOOL OF MUSIC
MC 16th
Required for September, 1977, at least full-time equivalent for mixed comprehensive boarding school of 1,000 pupils, a TEACHER of MATHEMATICS, the school to have a sixth form and equal numbers of boys and girls. Ability to help with games and activities essential. Salary and conditions of service according to Burnham Scale with resident allowance supplement.
Apply for further details to the Headmaster, Dean Close School, Cheltenham.

NORFOLK
GIRLS' SCHOOL
HOE
Required September, 1977, to teach up to and including University entrance level. Ability to help with GAMES and ACTIVITIES MASTER/MISTRESS with a flair for working with children and prepared to teach the more intelligent pupils up to G.C.E. O level. Applicants must be graduates or have passed the final examinations for a degree.
Apply for further details and application form to the Headmistress.

NORTH WALES
HOWELL'S SCHOOL
DENBIGH
Required as soon as possible, TEACHER of MATHEMATICS (preferably with a knowledge of Physics) to teach Mathematics up to A level. Ability to help with games essential. The post is especially suitable for a graduate wife.
Applicants should state any other subjects they can teach. Accommodation for single person available.
Apply giving names and addresses of two referees to the Headmistress.

WANTED, January, 1977 independent grammar school, north-west London, requires MATHEMATICS to take subject to G.C.E. 'O' level. Tel. 202 2825. The Times, W1Y 8EZ.

Geography

Heads of Department

KENT
SUTTON VALENCE SCHOOL
(HMC)
Required for September, 1977, HEAD of GEOGRAPHY DEPARTMENT.
Applicants must be graduates and trained in modern techniques and field work. Ability to help with extra-curricular activities essential. Governors' sympathetic attitude to appointment for married men. Resident accommodation for single man is available in the school for the holidays.
Salary from £4,500 to £5,000 according to qualifications and experience.
It is intended to make the appointment before Christmas.
Applications, with curriculum vitae and names and addresses of three referees, to the Headmaster, Sutton Valence School, Maidstone, Kent, to be received not later than Monday, November 15th.

Other Assistants

CAMBRIDGE
ST. MARY'S CONVENT
Required from January TEACHER of HISTORY or GEOGRAPHY up to G.C.E. A level. Also TEACHER of GEOGRAPHY up to G.C.E. O level. Roman Catholic boarding school. Scale according to qualifications and experience (Burnham Scale) with resident allowance supplement.
Apply for further details to the Headmaster, Dean Close School, Cheltenham.

EDINBURGH
LORETTO SCHOOL
This non-denominational boys' boarding school requires for September, 1977 a TEACHER of MATHEMATICS to teach up to A/S level. Ability to help with games essential.
Applications should be sent to the Headmaster, Loretto School, Musselburgh, near Edinburgh.

Other Assistants

HAMPSHIRE
FARNBOROUGH HILL CONVENT
Required in September, 1977 a GRADUATE to teach MATHEMATICS to G.C.E. O level and Burnham Scale.
Apply in writing with full details and names of two referees to the Headmistress, Farnborough Hill Convent, Farnborough, Hampshire.

MANCHESTER
CHETHAM'S SCHOOL OF MUSIC
MC 16th
Required for September, 1977, at least full-time equivalent for mixed comprehensive boarding school of 1,000 pupils, a TEACHER of MATHEMATICS, the school to have a sixth form and equal numbers of boys and girls. Ability to help with games and activities essential. Salary and conditions of service according to Burnham Scale with resident allowance supplement.
Apply for further details to the Headmaster, Dean Close School, Cheltenham.

NORFOLK
GIRLS' SCHOOL
HOE
Required September, 1977, to teach up to and including University entrance level. Ability to help with GAMES and ACTIVITIES MASTER/MISTRESS with a flair for working with children and prepared to teach the more intelligent pupils up to G.C.E. O level. Applicants must be graduates or have passed the final examinations for a degree.
Apply for further details and application form to the Headmistress.

NORTH WALES
HOWELL'S SCHOOL
DENBIGH
Required as soon as possible, TEACHER of MATHEMATICS (preferably with a knowledge of Physics) to teach Mathematics up to A level. Ability to help with games essential. The post is especially suitable for a graduate wife.
Applicants should state any other subjects they can teach. Accommodation for single person available.
Apply giving names and addresses of two referees to the Headmistress.

WANTED, January, 1977 independent grammar school, north-west London, requires MATHEMATICS to take subject to G.C.E. 'O' level. Tel. 202 2825. The Times, W1Y 8EZ.

Modern Languages

BLACKBURN
QUEEN ELIZABETH'S GRAMMAR SCHOOL
(HMC)
Required for January, 1977, GRADUATE MASTER/MISTRESS (with good honours degree) to teach FRENCH (with German as second language), to join the Modern Languages Department.
Apply to the Headmaster giving full details of qualifications and experience and the names and addresses of two referees.

CLWYD
LINDISFARNE COLLEGE
NORTHOP
Required in January 1977, GRADUATE TEACHERS of FRENCH and one of the following out-of-school activities: Mountaineering, Sailing, Canoeing, Sub-aqua. Staff participating in all three activities would be at advantage. Social duties, mountaineering.
Salary £ Burnham plus allowance according to qualifications and experience. Applications to the Headmaster stating age, qualifications, experience and names of three referees.

Other Assistants

HAMPSHIRE
Required January, resident TEACHER for FRENCH and GERMAN and first and second year LATIN. Duties to include supervision of dining room.
Apply in writing to Headmaster, Bilton College, Oakley Hall, Basingstoke, Hants. RG25 2LT.

SURREY
CHARTERHOUSE
Required for January, 1977, to replace a TEACHER of MATHEMATICS who leaves to get married, a TEACHER of MATHEMATICS and GERMAN (ages 13 to 18). Burnham Scale. Participation in games and activities.
Please write, giving details of experience and qualifications, with names of two referees, to the Headmaster, Charterhouse, Godalming.

Domestic Subjects

DORSET
BOSCOMBE CONVENT SCHOOL
(400 girls. Recognized, Independent)
Required for September, 1977, TEACHER for NEEDLEWORK from January, 1977.
Applications, letter to the Headmistress, with curriculum vitae and names of two referees.

SURREY
TANTE MARIE SCHOOL OF COOKERY
A vacancy will occur for a full time COOKERY TEACHER next January/April.
Candidates should be qualified teachers with advanced cookery examinations e.g. C. and G. 241 or 706/1.
Further details from the Principal: Tante Marie School of Cookery, Carlton Road, Woking, Surrey. Tel.: Woking 4050.

Economics

HERTFORDSHIRE
QUEENSWOOD SCHOOL
Brookmans Park, Hatfield
Required for January, 1977 :
Part-time GRADUATE to teach ECONOMICS to G.C.E. A level.
Opportunity to do some Industrial Liaison work.
Part-time GRADUATE to teach in senior school; to join tutor group.
Applications to be sent to the Headmistress giving names and addresses of two referees.

SUSSEX
DAVIES'S
47 Cromwell Road, Hove
BN3 3ER
Required for January full-time ECONOMICS to G.C.E. O level.
Davies's is an Independent College of Further Education with some 380 students.
Please write giving full details of qualifications and experience and the names of two referees to the Principal, or telephone Brighton 733150 for further details.

Geography

Heads of Department

KENT
SUTTON VALENCE SCHOOL
(HMC)
Required for September, 1977, HEAD of GEOGRAPHY DEPARTMENT.
Applicants must be graduates and trained in modern techniques and field work. Ability to help with extra-curricular activities essential. Governors' sympathetic attitude to appointment for married men. Resident accommodation for single man is available in the school for the holidays.
Salary from £4,500 to £5,000 according to qualifications and experience.
It is intended to make the appointment before Christmas.
Applications, with curriculum vitae and names and addresses of three referees, to the Headmaster, Sutton Valence School, Maidstone, Kent, to be received not later than Monday, November 15th.

Other Assistants

CAMBRIDGE
ST. MARY'S CONVENT
Required from January TEACHER of HISTORY or GEOGRAPHY up to G.C.E. A level. Also TEACHER of GEOGRAPHY up to G.C.E. O level. Roman Catholic boarding school. Scale according to qualifications and experience (Burnham Scale) with resident allowance supplement.
Apply for further details to the Headmaster, Dean Close School, Cheltenham.

DERBYSHIRE
INDEPENDENT SCHOOLS
ST. MARY'S COLLEGE
MOUNT ST. MARY'S
Required for January, 1977 TEACHER of GEOGRAPHY up to G.C.E. A level. Also TEACHER of MATHEMATICS up to G.C.E. O level. Roman Catholic boarding school. Scale according to qualifications and experience (Burnham Scale) with resident allowance supplement.
Apply for further details to the Headmaster, Mount St. Mary's College, Spinkhill, Sheffield S31 9YG.

EDINBURGH
LORETTO SCHOOL
This non-denominational boys' boarding school requires for September, 1977 a TEACHER of MATHEMATICS to teach up to A/S level. Ability to help with games essential.
Applications should be sent to the Headmaster, Loretto School, Musselburgh, near Edinburgh.

Other Assistants

HAMPSHIRE
FARNBOROUGH HILL CONVENT
Required in September, 1977 a GRADUATE to teach MATHEMATICS to G.C.E. O level and Burnham Scale.
Apply in writing with full details and names of two referees to the Headmistress, Farnborough Hill Convent, Farnborough, Hampshire.

MANCHESTER
CHETHAM'S SCHOOL OF MUSIC
MC 16th
Required for September, 1977, at least full-time equivalent for mixed comprehensive boarding school of 1,000 pupils, a TEACHER of MATHEMATICS, the school to have a sixth form and equal numbers of boys and girls. Ability to help with games and activities essential. Salary and conditions of service according to Burnham Scale with resident allowance supplement.
Apply for further details to the Headmaster, Dean Close School, Cheltenham.

NORFOLK
GIRLS' SCHOOL
HOE
Required September, 1977, to teach up to and including University entrance level. Ability to help with GAMES and ACTIVITIES MASTER/MISTRESS with a flair for working with children and prepared to teach the more intelligent pupils up to G.C.E. O level. Applicants must be graduates or have passed the final examinations for a degree.
Apply for further details and application form to the Headmistress.

NORTH WALES
HOWELL'S SCHOOL
DENBIGH
Required as soon as possible, TEACHER of MATHEMATICS (preferably with a knowledge of Physics) to teach Mathematics up to A level. Ability to help with games essential. The post is especially suitable for a graduate wife.
Applicants should state any other subjects they can teach. Accommodation for single person available.
Apply giving names and addresses of two referees to the Headmistress.

WANTED, January, 1977 independent grammar school, north-west London, requires MATHEMATICS to take subject to G.C.E. 'O' level. Tel. 202 2825. The Times, W1Y 8EZ.

Modern Languages

BLACKBURN
QUEEN ELIZABETH'S GRAMMAR SCHOOL
(HMC)
Required for January, 1977, GRADUATE MASTER/MISTRESS (with good honours degree) to teach FRENCH (with German as second language), to join the Modern Languages Department.
Apply to the Headmaster giving full details of qualifications and experience and the names and addresses of two referees.

CLWYD
LINDISFARNE COLLEGE
NORTHOP
Required in January 1977, GRADUATE TEACHERS of FRENCH and one of the following out-of-school activities: Mountaineering, Sailing, Canoeing, Sub-aqua. Staff participating in all three activities would be at advantage. Social duties, mountaineering.
Salary £ Burnham plus allowance according to qualifications and experience. Applications to the Headmaster stating age, qualifications, experience and names of three referees.

Other Assistants

PART-TIME TEACHER required [illegible]

Commercial Subjects

EXPERIENCED [illegible]

Other Assistants

HEREFORD
HEREFORD CATHEDRAL SCHOOL
GRADUATE required for September, 1977, to teach FRENCH and LANGUAGES (French or German) to Sixth Form. Some games to be coached.
Apply to the Headmaster, Cathedral School, Hereford HR1 2NG. Tel. 67271.

Music

BATH
ROYAL SCHOOL
Immediate vacancy owing to illness required as soon as possible for Junior Department a TEACHER of MUSIC. Ability to play piano and clarinet or saxophone essential. Burnham Scale.
Staff house if required.
Apply with full details to the [illegible]

DEVON
MORC TEACHER (capable of [illegible]
ROYAL SCHOOL
Newton Abbot, Devon
Required for January, 1977, full-time appointment [illegible]
Teaching and giving [illegible] Piano lessons, and [illegible] Orchestra, leading [illegible] Guitar and Clarinet.
Also full-time [illegible] dent or non-resident.
Burnham Scale.
Please apply with [illegible] the Head of the Music [illegible]

HERTFORDSHIRE
ST. FRANCIS' COLLEGE
LETCHWORTH
Independent Boarding and Day School
QUALIFIED VIOLIN/VIOLA teacher required for September, 1977. Large and active Music Department throughout. Junior and Senior Orchestras. Must be genuinely interested in teaching by example. Apply giving full details of qualifications and experience and names of two referees to the Headmistress.

NORTH WALES
PENRHOS COLLEGE
COLWYN BAY
(Independent, 300 girls, boarding and day)
Well qualified [illegible] strong MUSIC required September, 1977 to [illegible] energy, initiative and a [illegible] Welsh would be an advantage. Duties to include [illegible] Apply to the Headmistress (3 terms).

NORTH YORKSHIRE
FRIENDS' SCHOOL
Great Ayton, Nr. Middlesbrough
Coeducational, Boarding (400 pupils)
Required for January 1977 or September, 1977 a HEAD OF MUSIC. Woodwind player preferred. Duties to include teaching and [illegible]
Burnham Scale plus responsibility allowance.
Apply to the Headmaster, The Friends' School, Great Ayton, Nr. Middlesbrough, Cleveland TS9 6HG.

Pastoral

CUMBRIA
HAMPTON SCHOOL
Required [illegible] September, 1977, a HOUSEMASTER or HOUSEMISTRESS for [illegible] required for boarding house of [illegible] Applicants should be graduates [illegible] University Scholarship standard [illegible] Please write for further details and application form to the Headmaster, Hampton School, Cumbria. Tel. [illegible]

ESSEX
FRIENDS' SCHOOL
Barnton Avenue, Saffron Walden
Co-educational Boarding School governed by the Society of Friends
Required for January, 1977 [illegible] with scholarship standard in [illegible] Mathematics. Ability to help with games and activities essential. Applications giving curriculum vitae and the names of two referees should be sent as soon as possible to the Headmaster, Friends' School, Saffron Walden, Essex.

MIDDLESEX
ST. DAVID'S SCHOOL
[illegible]
Required for January, 1977, HOUSEMASTER or HOUSEMISTRESS for [illegible] boarding house. Responsibility for [illegible] Applicants should be graduates [illegible] Apply to the Headmaster, St. David's School, [illegible] Middlesex.

NORTH WALES
PENRHOS COLLEGE
COLWYN BAY
(Independent, 300 girls, boarding and day)
Broad [illegible] strong MUSIC required September, 1977 to [illegible] energy, initiative and a [illegible] Welsh would be an advantage. Duties to include [illegible] Apply to the Headmistress (3 terms).

PART-TIME TEACHER required [illegible] French, to assist private study [illegible] Hours to suit. Apply [illegible] Principal, Hilton's Lane, Headington [illegible]

PART-TIME TEACHER required [illegible] Physics, to assist private study [illegible] Hours to suit. Apply [illegible] Principal, Hilton's Lane, Headington [illegible]

PHYSICS TEACHER required [illegible] Physics, to assist private study [illegible] Hours to suit. Apply [illegible] Principal, Hilton's Lane, Headington [illegible]

Independent Schools
Headships

BRISTOL
[illegible] is possible for [illegible] of Headship [illegible] Please write [illegible] to Box [illegible] Times Educational Supplement, 26 Red Lion Square, London, WC1R 4HQ.

EXETER
WEST OF ENGLAND SCHOOL FOR [illegible]
Required for January, 1977, qualified TEACHER to take charge of [illegible] Preference will be given to [illegible] Knowledge of [illegible] would be an advantage. Salary [illegible] Burnham Scale. Applications [illegible] Headmaster, [illegible] Exeter, Devon. Telephone: Exeter [illegible]

KENT
[illegible] required for January, 1977, [illegible] Applicants should be graduates [illegible] Apply to the Headmaster, [illegible] Kent. Telephone: Dover [illegible]

SURREY
[illegible] required for January, 1977, [illegible] Applicants should be graduates [illegible] Apply to the Headmaster, [illegible] Surrey. Telephone: [illegible]

EAST SUSSEX
Required January, 1977, qualified TEACHER for Class 3 in Senior School. Would suit graduate wife. Apply: The Headmaster, [illegible] School, Wood[illegible] Sussex. Telephone: Uckfield [illegible]

BERKSHIRE
[illegible] required for January, 1977, [illegible] Applicants should be graduates [illegible] Apply to the Headmaster, [illegible] Berkshire. Telephone: [illegible]

Independent Schools
Headships

KENT
LEELANDS SCHOOL
Staplehurst, Kent
(A.H.C.E.S. Girls' Preparatory Boarding and Day School)
The foundation of Leelands School in September, 1977, with 60 girls, will become vacant for the appointment of a HEADMISTRESS. Ability to help with games and activities essential. Applicants should have qualified teaching status, preferably specialising in one of the basic subjects, and considerable experience, and should be graduates.
Accommodation within the school for married person.
Applications should be sent in the first instance to the Governors (Leelands Sub-Committee), care of 13 Hanover Street, London, W1R 9HF, to whom applications should be made for further particulars.

APRIL FRENCH TEACHER needed to teach to Common Entrance and G.S.E. in small co-ed prep school. French native essential. Ability to take games an advantage. Conditional boarding post with children aged 8 to 13. Accommodation available with the Misses [illegible] Duties and hours flexible. Apply: [illegible] Sussex.

LEICESTERSHIRE
[illegible] required for January, 1977, [illegible] Applicants should be graduates [illegible] Apply to the Headmaster, [illegible] Leicestershire. Telephone: [illegible]

SURREY
[illegible] required for January, 1977, [illegible] Applicants should be graduates [illegible] Apply to the Headmaster, [illegible] Surrey. Telephone: [illegible]

SUSSEX
[illegible] required for January, 1977, [illegible] Applicants should be graduates [illegible] Apply to the Headmaster, [illegible] Sussex. Telephone: [illegible]

GLOUCESTERSHIRE
Applications are invited for the post of [illegible] MATHEMATICS and [illegible] level. Ability to help with [illegible] and activities essential. Applicants should be graduates [illegible] Apply in writing to Director of [illegible] Education, Shire Hall, Gloucester.

KENT
ST. LAWRENCE COLLEGE
[illegible] required for January, 1977, [illegible] Applicants should be graduates [illegible] Apply to the Headmaster, [illegible] Kent. Telephone: [illegible]

WORCESTERSHIRE
ELLERSLIE SCHOOL
MALVERN
[illegible] required for January, 1977, [illegible] Applicants should be graduates [illegible] Apply to the Headmaster, [illegible] Worcestershire. Telephone: [illegible]

LONDON, N.6.12
[illegible] required for January, 1977, [illegible] Applicants should be graduates [illegible] Apply to the Headmaster, [illegible] London. Telephone: [illegible]

MIDDLESEX
HILLFIELDS COURT CONVENT
[illegible] required for January, 1977, [illegible] Applicants should be graduates [illegible] Apply to the Headmistress, [illegible] Middlesex. Telephone: [illegible]

SURREY
ST. HILDA'S COLLEGE
Oxshott, Surrey
Required for January, 1977, qualified TEACHER of ENGLISH to teach [illegible] Applicants should be graduates [illegible] Apply to the Headmistress, [illegible] Surrey. Telephone: [illegible]

SURREY
ST. HILDA'S COLLEGE
Oxshott, Surrey
Required for January, 1977, qualified TEACHER of ENGLISH to teach [illegible] Applicants should be graduates [illegible] Apply to the Headmistress, [illegible] Surrey. Telephone: [illegible]

GABBITAS-THRING SERVICES LTD.
6, 7, 8 Sackville Street
London W1X 2HH
Telephone 01-734 8161
are seeking well-qualified experienced Schools' teachers for posts in

INDEPENDENT SCHOOLS
No fee should be payable by candidates for teaching posts

Preparatory Schools
Headships

KENT
LEELANDS SCHOOL
Staplehurst, Kent
(A.H.C.E.S. Girls' Preparatory Boarding and Day School)
The foundation of Leelands School in September, 1977, with 60 girls, will become vacant for the appointment of a HEADMISTRESS. Ability to help with games and activities essential. Applicants should be graduates and should have qualified teaching status, preferably specialising in one of the basic subjects, and considerable experience, and should be graduates.
Accommodation within the school for married person.
Applications should be sent in the first instance to the Governors (Leelands Sub-Committee), care of 13 Hanover Street, London, W1R 9HF, to whom applications should be made for further particulars.

OXFORDSHIRE
MOULSFORD PREPARATORY SCHOOL
Wallingford, Oxfordshire, OX10 9HR
(Membership of I.A.P.S. and Incorporated Association of Preparatory Schools)
Required for January, 1977, or September, 1977, graduate MASTER/MISTRESS to teach Mathematics and Science to boys and girls aged 7 to 13.
Applications are invited for the post of [illegible]
All particulars from the Secretary to the Governors at the above address.

Deputy Headships
Senior Masters/ Mistresses

DEVON
BLUNDELL'S COLLEGE
TIVERTON
Required for September, 1977, a CHEMISTRY MASTER/MISTRESS to be HEAD OF CHEMISTRY DEPARTMENT.
Salary [illegible] Government Superannuation. Non-resident post.
Apply with curriculum vitae to Bursar, Blundell's College, Tiverton, Devon.

S. DEVON
ASSISTANT HEADMASTER required for September, 1977, for mixed prep. school in Dartmouth. Must be Christian. Apply Headmaster, St. Peter's, Dartmouth, S. Devon.

SUSSEX
SUMMERFIELDS PREPARATORY SCHOOL
Haslington, West Sussex
Required in January, 1977, qualified TEACHER (preferably under 30) to take charge of Junior Boys' Boarding House. Duties include [illegible] Apply [illegible] Headmaster, Summerfields Preparatory School, Haslington, West Sussex.

SURREY
ST. HILDA'S COLLEGE
Oxshott, Surrey
Required for January, 1977, qualified TEACHER of ENGLISH to teach [illegible] Applicants should be graduates [illegible] Apply to the Headmistress, [illegible] Surrey. Telephone: [illegible]

SURREY
ST. HILDA'S COLLEGE
Oxshott, Surrey
Required for January, 1977, qualified TEACHER of ENGLISH to teach [illegible] Applicants should be graduates [illegible] Apply to the Headmistress, [illegible] Surrey. Telephone: [illegible]

Science

BEDFORD
BEDFORD SCHOOL
Required for September, 1977, a graduate MASTER/MISTRESS to teach Physics to G.C.E. A level and Chemistry to G.C.E. O level. Ability to help with games and activities essential. Applicants should be graduates [illegible] Apply to the Headmaster, [illegible] Bedford. Telephone: [illegible]

BRISTOL
BRISTOL GRAMMAR SCHOOL
(Independent, Headmasters' Conference)
Required for January, 1977, a HIGH-LY QUALIFIED TEACHER of PHYSICS with the qualifications and ability to become Head of Physics within a few years. Applicants should have a good honours degree and be capable of teaching to A level. Ability to help with games and activities essential. Applications giving curriculum vitae and the names of two referees should be sent as soon as possible to the Headmaster, Bristol Grammar School, Kingsdown Parade, Bristol BS8 3PH.

LONDON, S.E.23
TEACHER required to take BIOLOGY to G.C.E. O level and Junior Chemistry to Common Entrance standard. Resident accommodation available. Christ's College, Blackheath Hill.

MANCHESTER
MANCHESTER High School for Girls
Required January, 1977 HONOURS GRADUATE to teach PHYSICS to G.C.E. 'A' level. Ability to contribute to activities in addition to teaching. Salary according to qualifications and experience. Application forms from the Secretary to the Governors, Manchester High School for Girls, Grangethorpe Road, Manchester M14 6HS. Closing date 15th November, 1976.

OXFORD
ST. ANTHONY SCHOOL
Independent Co-educational Day School
Required for January, 1977, GRADUATE TEACHER of SCIENCE and MATHEMATICS. Ability to help with games and activities essential.
Apply to the Headmaster, St. Anthony School, Hamilton House, Hamilton Road, Plymouth PL3 4HN.

S. DEVON
ASSISTANT HEADMASTER required for September, 1977, for mixed prep. school in Dartmouth. Must be Christian. Apply Headmaster, St. Peter's, Dartmouth, S. Devon.

SUSSEX
SUMMERFIELDS PREPARATORY SCHOOL
Haslington, West Sussex
Required in January, 1977, qualified TEACHER (preferably under 30) to take charge of Junior Boys' Boarding House. Duties include [illegible] Apply [illegible] Headmaster, Summerfields Preparatory School, Haslington, West Sussex.

Religious

WILTSHIRE COUNTY COUNCIL

SALISBURY COLLEGE OF TECHNOLOGY

PRINCIPAL

(Group V–Salary £9,920)

On the retirement of the present holder, this post falls vacant from May 1, 1977. Applications are invited from graduates (or holders of equivalent qualifications) who have had varied and interesting experience of further education or educational administration.

Further particulars may be obtained from the Chief Education Officer, County Hall, Trowbridge, BA14 8JB, to whom applications should be returned by November 9, 1976.

EASTBOURNE COLLEGE OF FURTHER EDUCATION

Principal

The Authority wish to appoint as soon as possible a Principal for this Group 4 college in succession to Mr. F. H. Murray, who retired recently.

Further information is available from the Chief Education Officer, P.O. Box 4, County Hall, Lewes, East Sussex, and completed applications should reach him by 8th November, 1976.

East Sussex

RIVERSDALE COLLEGE OF TECHNOLOGY
Riversdale Road, Liverpool, L19 3QR
Tel: 051-427 1227

DEPUTY HEAD OF DEPARTMENT OF BUILDING

Principal Lecturer—£5,940-£6,842 plus £312 p.a.

Applications are invited for the above post required for 1st January or as soon as possible thereafter. Candidates should be professionally qualified and have had substantial experience in industry and further education.

Further particulars and forms obtainable from and returnable to the Principal. Closing date 12th November.

Liverpool

WEST BROMWICH COLLEGE OF COMMERCE AND TECHNOLOGY

HEAD OF DEPARTMENT OF ACCOUNTING GRADE VI

Applications are invited for the above post in this large College with a long tradition of accounting education. It is caused by the retirement of the present holder.

The Accounting Department is part of the Management Services Division. Its main work lies in preparing students for examinations of the Institute of Chartered Accountants, the Association of Certified Accountants and the Institute of Cost and Management Accountants. This work is done through full time, block release and part time courses, and in addition the department provides the accounting teaching required by the Management and other Departments covering the whole range of courses and levels of work.

Salary: Head of Department £8,037 to £8,812 per annum plus £312 per annum salary supplement.

Application forms and further particulars are obtainable from the Principal at the above address and should be returned to him by Wednesday, 1 December, 1976.

COLLEGES OF FURTHER EDUCATION
continued

HILLINGDON
(London Borough of)
UXBRIDGE TECHNICAL COLLEGE
Park Road, Uxbridge, Middlesex

Applications are invited for appointment to the new post of LECTURER (Grade 1) in ELECTRICAL ENGINEERING from January 1, 1977.

Applicants should possess appropriate qualifications, have industrial experience and preferably have teacher training or equivalent.

Teaching duties will mainly be in the field of electrical installations.

Salary scale: Lecturer (grade 1) £5,367 to £6,057 plus £312 supplement. Placement on the scale dependent upon qualifications and experience.

Further details and application forms, available from the Principal to whom they should be returned 14 days after insertion of this advertisement.

70 per cent removal expenses in appropriate cases.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
THANET TECHNICAL COLLEGE

Applications are invited for the following post (salary scale: £5,079 to £6,057 plus £312) duties to commence from January 1, 1977.

LECTURER, GRADE II in BUSINESS STUDIES to cover a suitable range of subjects from the following: Accounts, Commercial Arithmetic, Commerce, Economics, Law and Statistics, to level of courses might range from and 'O' Level to O.N.D. and 'A' Level.

Applicants should possess a degree and/or professional qualification and have had business experience.

Application forms and further details (including information on Lecturer's Disturbance Allowance) may be obtained from the Principal, Thanet Technical College, Ramsgate Road, Broadstairs, Kent, for whom applications must be received not later than Wednesday, November 10th, 1976.

NORTH YORKSHIRE
(County of)
YORK COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF COMMUNITY STUDIES
Margaret
SENIOR LECTURER in HOME ECONOMICS
Head/Assistant

The post carries responsibility for all Home Economics courses in the department and the establishment and development of the NCHMA Certificate Course.

The successful will move into new purpose-built accommodation in 1977.

Relevant qualifications and teaching experience in further education are essential. Industrial experience desirable.

Salary scale: £5,031-£6,417.

Application forms and further particulars may be obtained from the Principal, York College of Arts & Technology, York YO2 2AB, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
NOTTINGHAMSHIRE COLLEGE OF AGRICULTURE
Brackenhurst, Southwell, Notts
Rural Science Lecturer, or as soon as possible thereafter.
LECTURER IN RURAL HOME ECONOMICS.

Candidates must have a degree or diploma in Home Economics or *equivalent qualifications. Lecturing* and demonstrating experience is essential.

Salary: Burnham Farm Institute Scale, £5,469 to £6,597 plus £312 supplement. Placement on the scale dependent upon qualifications and experience.

Further details and application form, available from the Principal to whom they should be returned 14 days after insertion of this advertisement.

NORFOLK
COUNTY COUNCIL
Municipal College of Commerce
Required for January 1977
LECTURER
BUSINESS STUDIES

Applicants should be able to teach at least two of the following: Business Statistics, Structure of Business, Law, Economics to Diploma/ National Certificate and Ordinary National Certificate and similar level in the Professional and Degree courses. Degree and/or professional qualifications and/or teaching experience essential.

Salary Scale: Lecturer, min £5,079 to £6,057 plus £312 supplement.

HOME ECONOMICS
Required for January 1977
LECTURER

Qualified lecturer as required as soon as possible for [illegible] Salary Scale: £5,079 to £6,057 plus £312 supplement. Applications to the Principal, Municipal College of Commerce, Norwich NR2 1NB.

MEI LECTURER I IN MECHANICAL PRODUCTION

To teach subjects in fields of engineering production to Higher National Certificate level.

Applicants should have good academic qualifications and appropriate industrial experience. Some

SOUTH TYNESIDE
SOUTH SHIELDS MARINE AND TECHNICAL COLLEGE
DEPARTMENT OF MARINE and MECHANICAL ENGINEERING

The Department has a vacancy for a Lecturer Grade II/I in a very large Department, offering a Department of Trade Certificate of Competency and full Engineer Cadet Training. Duties will be part of the teaching commitment of the successful candidate in Engineering Science and Practice. It is likely that the main Evening Class work will be with Certificate courses.

Candidates should possess a First Class Certificate of Competency, preferably Chief Engineer and additional qualifications such as a Higher National Certificate would be of advantage.

LECTURER I—HAIRDRESSING, CATERING AND CREATIVE STUDIES DEPARTMENT

A vacancy exists for the above post, duties to commence January, 1977. The successful applicant will be required to teach full-time and part-time students preparing for City and Guilds Hairdressing Courses.

Applicants should be registered Hairdressers holding an Advanced Certificate in Ladies' and Men's Hairdressing and have at least five years' trade experience as a fully qualified hairdresser. A teaching qualification would be an advantage.

LECTURER GRADE II IN PURSUANCE OF NAUTICAL SCIENCE

Vacancy exists in the Department for Lecturer (Grade II) to teach Nautical Science, senior, mature students and Pendelmist deck cadets on planned basis.

Applicants should possess a Master Mariner's Certificate (Foreign Certificate of Competency and a Degree in Nautical Science or in Naval Architecture would be an advantage.

LECTURER GRADE I IN MECHANICAL ENGINEERING

LECTURER GRADE I IN ELECTRICAL ENGINEERING

The appointments are to teach subjects in the Mechanics and O.N.D. Courses.

Salary Scale: £4,761 to £5,727 plus £312 supplement.

Application forms and further particulars may be obtained from the Principal, South Shields Marine and Technical College, St. George's Avenue, South Shields, NE34 6ET, or by sending a stamped addressed envelope to the Computer Unit. Applications should be returned to the Principal as soon as possible.

K. Stringer, Director of Education.

STAFFORDSHIRE
EDUCATION COMMITTEE
BURTON-ON-TRENT
TECHNICAL COLLEGE
DEPARTMENT OF SCIENCE AND CONSTRUCTION
LECTURER I in WOOD TRADES.

Applications are invited for the above post which is available from January 1, 1977. The person to be appointed will be required to teach machine woodwork including machine setting, practical and related subjects up to Advanced City and Guilds level. The ability to teach carpentry and joinery would also be an advantage.

Applicants should possess an Advanced City and Guilds or a Full Technological Certificate, together with good practical woodwork experience and preferably, have undertaken teacher training.

Salary for the above post will be in accordance with the current Burnham further education scales. Lecturer I £5,367 rising by 3 annual increments of £312 per annum.

In certain circumstances allowances are made for removal and lodging expenses.

Application forms and further details are available from the Personnel Officer, Technical College, Burton-on-Trent DE14 3RL.

All applications should state that it is the county council's view that it is the responsibility of their employees to be members of an appropriate trade union.

STOCKPORT
(Metropolitan Borough of)
STOCKPORT COLLEGE OF TECHNOLOGY

DEPARTMENT OF BUILDING AND CIVIL ENGINEERING

TEMPORARY APPOINTMENT for one year only, commencing January 1, 1977, LECTURER I in BRICKWORK to teach the subject up to Advanced City and Guilds level. Trade in Brickwork advantageous, teacher training desirable.

Salary Scale: Lecturer I, £5,367 to £6,057 per annum (plus additions within the scale for recognised qualifications) (plus £312 per annum).

Application forms and further particulars from the Principal, Stockport College of Technology, Wellington Road South, Stockport, to accept of a stamped self-addressed envelope. Applications to be received by November 11, 1976.

SURREY
EDUCATION COMMITTEE
GUILDFORD COUNTY COLLEGE OF TECHNOLOGY
Falkner Road, Guildford, Surrey
Required as soon as possible for the Department of SCIENCE AND TECHNOLOGY
LECTURER I to teach BIOLOGICAL subjects to full-time and part-time students on Courses leading to Ordinary National Certificate and Diploma level. Graduate in Biological Science preferred, but Graduate in Zoology/Physiology would be considered.
Salary Scale: Lecturer Grade I £5,367-£6,057, plus £312 salary supplement, and £150 London allowance, if appropriate.
Generous removal expenses.
Application forms and further particulars from the Principal, Guildford County College of Technology, Falkner Road, Guildford, Surrey GU1 2HJ. Closing date for receipt of completed forms 15th November, 1976.

SALFORD
COLLEGE OF TECHNOLOGY
Peel Park, Salford M5 4WT
DEPARTMENT OF HOME ECONOMICS AND CATERING
SCHOOL OF FOOD
LECTURER GRADE II IN HOME ECONOMICS

[illegible] Applications are invited from graduates with a degree in Home Economics or equivalent qualifications for the above post. Applicants should have a wide knowledge of food and its preparation and cookery and preferably some experience of teaching.

Salary: Burnham Further Education Scale 2, £5,079 to £6,057 plus £312 per annum.

Application forms and further particulars may be obtained from the Head of the Department of Home Economics and Catering, Salford College of Technology, Peel Park, Salford M5 4WT.

TAMESIDE
(Metropolitan Borough)
TAMESIDE COLLEGE OF TECHNOLOGY
Required as soon as possible

LECTURER I IN SPECIAL EDUCATION

Applicants will be required to assist in the establishment and development of a course of vocational preparation and social preparation for young people with severe learning difficulties. Applicants must have 5 years Applicants must have 5 years experience in other courses in Education, other qualifications in Social Work and Residential Work.

Application forms and further particulars may be obtained from the Principal, Tameside College of Technology, Ashton-under-Lyne OL6 6NS to whom completed forms should be returned by November 14th, 1976.

TRAFFORD
(Borough of)
EDUCATION COMMITTEE

Required as soon as possible:

LECTURER GRADE I in MECHANICAL ENGINEERING

LECTURER GRADE I in ELECTRICAL ENGINEERING

The appointments are to teach subjects in the Mechanics and O.N.D. Courses.

Salary Scale: £4,761 to £5,727 plus £312 supplement.

Application forms and further particulars may be obtained, upon receipt of a stamped, addressed envelope from, the Principal, Trafford College, Talbot Road, Stretford, Manchester M32 0XH.

WEST SUSSEX
CHICHESTER COLLEGE OF TECHNOLOGY

LECTURER, Grade I, SPANISH (as soon as possible) for Evening Classes beginning in Bilingual Secretarial and H.N.D. courses.

Graduates in Spanish, preferably with relevant teaching and business experience.

Salary: £2,469 to £5,727 plus £312 Supplement and London Fringe Area Allowance.

Form and particulars from the Principal, Crawley College of Technology, College Road, Crawley, Sussex, on receipt of self-addressed envelope.

WILTSHIRE
CHIPPENHAM TECHNICAL COLLEGE
BUSINESS STUDIES
DEPARTMENT
LECTURER GRADE ONE in OFFICE PRACTICE AND ECONOMICS

Ability to teach Shorthand and Typewriting would be an advantage.

Further details and application forms from: The Clerk to the Governors, Chippenham Technical College, Cocklebury Road, Chippenham, Wilts SN15 3QD. Telephone Chippenham 65501, Ext. 27.

YORKSHIRE
ILKLEY COLLEGE
DEGREES in M. Mayer, B.Sc. M.Ed.
HOME ECONOMICS

Applicants must be qualified in the future of Home and Family Studies.

Applicants should be capable of taking a major role in the development of this area of work for both H.E. and Secretarial students.

Degree in Home Economics or equivalent qualification. Teaching experience and industrial experience desirable.

Salary scale £5,367-£6,057 per annum (plus £312 supplement).

Applications, giving details of qualifications, experience and publications, should be submitted within 14 days of this advertisement to the Principal, Ilkley College, Wells Road, Ilkley, West Yorkshire.

Colleges and Departments of Art

Heads of Department

LANCASHIRE
EDUCATION COMMITTEE
FURTHER EDUCATION
LANCASTER AND MORECAMBE COLLEGE OF FURTHER EDUCATION
Morecambe Road, Lancaster

HEAD OF ART DEPARTMENT

Further details and forms from/returnable to the Principal of the College.

Cheshire Education Committee
Warrington Technical College

LECTURER I
IN BRICKLAYING AND SITE PRACTICE

to teach

- Brickwork courses up to and including City and Guilds Advanced Craft Certificate.
- CITB full-time training scheme in bricklaying.
- TSA Limited Skills training course for Engineering Operatives.

Applicants should have appropriate qualifications in Bricklaying and experience in Site Work. Including concreting, scaffolding and draintaying.

Application forms and further details of the appointment from the Chief Administrative Officer. Closing date for *applications 18 November, 1976.*

Winwick Road
Warrington WA2 8QA.
Telephone Warrington 37811.

TAMESIDE
(Metropolitan Borough)
TAMESIDE COLLEGE OF TECHNOLOGY
Department of BAKERY

Applications are invited from suitably qualified candidates for the above post.

LECTURER I in BAKERY

Applicants should be qualified craftsmen and preferably have teaching experience.

LECTURER I in PASTRY

Applicants should be qualified craftsmen and preferably have teaching experience.

Salary Scale: Lecturer I £5,367 to £6,057 per annum plus £312 supplement.

Application forms and further particulars may be obtained from the Principal, Tameside College of Technology, Ashton-under-Lyne OL6 6NS to whom they should be returned within 14 days of the appearance of this advertisement.

Other Appointments

BERKSHIRE
TECHNICAL ASSISTANT for ENGINEERING Wide experience in printing process

Further information and application from the Personnel Department, Bearwood, Wokingham, Berks. to whom they should be returned within 14 days of the appearance of this advertisement.

Universities

BRISTOL
THE UNIVERSITY
SCHOOL OF EDUCATION

TWO RESEARCH ASSISTANTSHIPS in LIBRARY ASSOCIATION STUDIES

Applications are invited for two research assistantships in the Library Education Unit, tenable for two years in the first instance. The posts will be concerned with further studies of research data already collected in a study of conventional and non-traditional methods of teaching librarianship with particular reference to the use of programmed learning techniques for the subject. Applicants with experience in computer programming will be preferred.

The appointments will be on the scales for research assistants (£3,477 to £4,707 per annum) according to age, experience and qualifications. Applications, giving full details of age, qualifications and experience, together with the names of two referees, should be sent to the Director of the Unit, Mr. Peter Lewis, School of Education, 35 Berkeley Square, Bristol BS8 1JA, from whom further particulars may be obtained. Closing date for receipt of applications 16th November, 1976.

KENYA
KENYATTA UNIVERSITY COLLEGE
(A constituent college of University of Nairobi)

Applications are invited for the following posts in the Department of RELIGIOUS STUDIES:

1. Applicants should have a first degree in Religious Studies with a thorough knowledge of the Old and New Testaments and preferably Islamic Culture and one of the religions of Africa, in addition, candidates should be qualified for Christian Education. Experience in teaching Religious Education in Teacher Education, will be an advantage.

Kenyatta University College with Teacher Education is a constituent college of the University of Nairobi which does not necessarily offer conditions of service identical to those of the academic staff of the University of Nairobi.

Salary scale Kshs 60,000 per annum (£1 sterling = Kshs 20 sterling.)

Application forms, returnable within 14 days of the appearance of this advertisement, obtainable from the Clerk to the Governors at the main building. Enclose self-addressed envelope, not smaller than size B5.

ilea

Fire Service Technical College

Physical Education Tutor

to plan, motivate and organise the physical education and recreation activities for students (mainly junior and middle rank Fire Service Officers) and staff at the College, Moreton-in-Marsh, Gloucestershire.

The successful candidate will also supervise and manage the College's new sports complex (shortly to be completed) which includes a 25 metre swimming pool, squash and tennis courts, and a full size sports hall. Liaison with the North Cotswold Sports Association on community use of all the College's sports facilities will be involved.

Candidates (normally aged at least 30) must have successfully completed a 3-year training course with a PE specialisation, or have had comparable training in HM Forces or other establishments. They should preferably have the ability and experience required by a Senior PE Teacher at a large school or adult training establishment. Expertise in swimming or other sport advantageous.

Salary starts at £4,380 and rises to £4,720. Non-contributory pension scheme. Accommodation will be available.

For further details and an application form (to be returned by 18 November 1976) write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 68851 (answering service operates outside office hours). Please quote ref G/9409.

Home Office

County of Cleveland

CLEVELAND TECHNICAL COLLEGE, REDCAR

Applications are invited for the post of

LECTURER 1 ENGLISH

Duties to commence as soon as possible.

The successful candidate will join a team of lecturers specializing in teaching English to Commerce Students up to O.N.D. level. There is also the opportunity for some work at 'O' level English Language and 'O'/'A' level English Literature. A willingness to join in teaching the Liberal Studies Programme would be an advantage.

Applicants should possess appropriate qualification together with Technical Teacher Training.

Further particulars and application forms are available by applying in writing only to the Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland, TS10 1EZ, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

South London College
formerly Norwood Technical College

Main Building: Knights Hill SK27 0TX
Tower Bridge Branch: Tooley Street SE1 2JR

Department of Business and Liberal Studies

Applications are invited for the following two posts at the College's Knights Hill premises to take effect from January 1st, 1977, or as soon thereafter as possible.

- ☐ Lecturer 1: in Liberal Studies and Communications with the ability to offer "O" level English.
- ☐ Lecturer 1: in Communications and "O" level English with the ability to offer "O" level French.

Salary Scale in accordance with the Burnham FE Report: On an incremental scale within the range £2,469-£4,377. Plus £312 supplement and £402 Inner London allowance.

Applicants should be graduates and teacher trained appropriate to the areas of work stipulated and experience in industry, commerce or public service would be an added advantage.

UNIVERSITIES
Appointments
continued

LONDON
THE CITY UNIVERSITY
DEPUTY DIRECTOR OF PHYSICAL RECREATION

Applications are invited for the post of DEPUTY DIRECTOR OF PHYSICAL RECREATION from persons holding a Diploma in Physical Education (graduates or non-graduates) who have experience of *the running and of coaching games and* recreational activities.

The main responsibilities of the post will be for the development of an intramural programme of the University Sports Centre and for the day-to-day running of the Centre.

Salary will be within the scale £5,367 to £6,057 per annum plus £312 per annum London Allowance and the position is superannuated.

The post is available from 1st January, 1977, and the closing date for applications is Wednesday, 10th November.

Application forms and further details may be obtained from Mrs. Simpkins, Personnel Officer, The City University, Northampton Square, London EC1V 0HB (telephone 253 4399, Ext. 111).

THE OPEN UNIVERSITY
FACULTY OF EDUCATIONAL STUDIES

Applications are invited for the post of TEMPORARY COURSE ASSISTANT in the Administration and Management Discipline in the Faculty of Educational Studies. The post involves academic and *administration coordination of* course teams involved in production or maintenance of relevant courses.

The post will be for a two year period. Salary on a point within the scale £2,469-£4,377 per annum plus £388 benefits.

Application forms and further particulars are available by postcard request please, from The Personnel Officer (ES), The Open University, P.O. Box 76, Walton Hall, Milton Keynes MK7 6AA. Telephone Milton Keynes (0908) 74066. Closing date for applications: 16th November, 1976.

OXFORD
UNIVERSITY OF
INFORMATION OFFICER

the retirement at or Mr. Ernest Waldegrave in September 1977, the University wishes to appoint a person of wide experience to be responsible for all aspects of its English work, including relations with schools. The work is not in the main pre-scientific but predominantly literary, as well as organizational, initiative and energy will be needed. Staff and some-one in late 20's or early 30's looking for responsible work as a specialist information officer with literary flair would find the post interesting.

Further particulars should be obtained from the Information Officer, Wellington Square, Oxford, OX1 2JD, to whom applications, by December, 1976.

READING
THE UNIVERSITY
RESEARCH DEMONSTRATOR or ASSISTANT in DEPARTMENT of GEOLOGY, University of Reading, to assist in practical classes in mineralogy and petrology whilst carrying out research. Qualifications should be graduate in Geology with interest in the formation of igneous rocks and their associated mineralisation.

Salary scale £1,665-£3,775 per annum (under review).

Further details and application forms from Professor E. Bailey, Department of Geology, University of Reading, Whiteknights, Reading, Berks. (tel. 0734 873A.)

Prospectus

RICHMOND UPON THAMES
(London Borough of)

BARNES SCHOOL
(11-16 Mixed Comprehensive; accommodation 420 on Roll)
Lonsdale Road, Barnes,
London SW13 9QL

HOME ECONOMICS TEACHER, Scale 2 required for two terms only from January, 1977, to move to new purpose-built accommodation in September, 1977, the school is amalgamating with a similar neighbouring school and moving to a new site.

Forms (foolscap stamped addressed envelope) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school as soon as possible.

SURREY
THE UNIVERSITY

LECTURER IN GEOGRAPHY

DEPARTMENT OF LINGUISTIC AND INTERNATIONAL STUDIES

Applications are invited for the above lectureship, from geographers who have specialised in the geography of one or more countries in Europe, and who have research interests in the field of regional integration. A knowledge of French is essential and the successful candidate must have a good honours degree and the ability to teach to undergraduate level. Experience of teaching in higher education and the ability to undertake research would be advantageous.

Salary will be on the scale £2,469 to £4,377 per annum (under review) plus £388 per annum London Allowance. Superannuation conditions will be those of the Federated Superannuation Scheme for Universities.

Application forms and further particulars may be obtained from the Registrar, University of Surrey, Guildford, Surrey GU2 5XH, to whom they should be returned as soon as possible, but not later than 15th November, 1976.

TANZANIA
UNIVERSITY OF DAR ES SALAAM

Applications are invited for SENIOR LECTURERSHIPS in ECONOMICS and LECTURERSHIPS in ECONOMICS and in the DEPARTMENT OF EDUCATION. Applicants should have a first degree in Economics or Education and preferably a higher degree and should be willing to specialise in Development Economics or Economics of Education respectively.

The appointments are expected to be made on permanent and pensionable terms but fixed-term appointments may be considered in exceptional circumstances.

Salary scales: Senior Lecturer £5,031 to £6,417 per annum; Lecturer £3,150 to £4,350 per annum; Assistant Lecturer, £2,550 to £3,150 per annum (starting rate for a married applicant or £2,661 to £3,561 per annum starting rate for single applicants). Initial salary will be assessed according to age and previous experience.

The post is pensionable and provides liberal study leave with generous provision for fares. Assistance with passages, free medical treatment and children's education allowances and holiday visit passages. Housing is normally provided free of charge or at a very low rent. Income tax is not payable on salaries.

Applicants should submit two copies of typed curriculum vitae, including a list of publications, and should be sent by air mail, not later than 15th November, 1976, to the Chief Executive Officer, University of Dar es Salaam, P.O. Box 35097, Dar es Salaam, Tanzania.

Applicants resident in U.K. should also send one copy to Inter-University Council, 29/37 Tavistock Square, London WC1H 9EZ, from whom further particulars may be obtained.

UNIVERSITY APPOINTMENTS
are also advertised in
THE TIMES LITERARY SUPPLEMENT
with its worldwide academic readership, 12 issues which is read in 80 countries every week provides a first-class medium for advertising university appointments especially in the arts and the humanities. Rates are £3.50 a centimetre display. To book advertisement please contact Alice Lesley Woodcock, Classified Dept., The Times Literary Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, WC1X 8EZ. Telephone 01-837 1234, extension 567.

Fellowships Studentships and Research Awards

CAMBRIDGE
EMMANUEL COLLEGE
RESEARCH FELLOW
DOMINICAN FRENCH
Emmanuel College

Applications are invited from suitably qualified candidates for one full-time fellowship tenable for one year during the academic year 1977-78. The fellowship is for persons of outstanding ability who have already made a substantial contribution to their subject and who are capable of undertaking independent research of a high order. Applicants should be graduates in French and preferably have a knowledge of Old French. The stipend will be £2,469 per annum.

Further details and application forms may be obtained from the Domestic Bursar, Emmanuel College, Cambridge CB2 3AP, and returned to the Master by 15 November, 1976.

OXFORD
THE UNIVERSITY
THE QUEEN'S COLLEGE
OFFICIAL FELLOWSHIP AND PRIZE FELLOWSHIP IN FRENCH

The College proposes to elect, if a suitable candidate presents himself, to a second Official Fellowship and Prize Fellowship in French. The successful candidate would enter upon his duties on 1 October, 1977.

Preference will be given to candidates with a special interest in French literature of the nineteenth or early twentieth century. A part-time University lectureship may be associated with this Fellowship.

Applications, including a statement of the candidate's career and qualifications, and the names of three referees, should be sent, not later than 1 December, 1976, to the Provost, the Queen's College, Oxford, from whom further particulars can be obtained.

The College will not necessarily confine its choice to those who offer. Under the statutes of the College only men are eligible for election.

FELLOWSHIP Christian Athletes, for details stamped addressed envelope to William Shaw, 15 Victoria Street, Hoylon, Mowbray, Leicestershire LE10 2AS.

Colleges of Higher Education

BEDFORDSHIRE
EDUCATION COMMITTEE
BEDFORD COLLEGE OF HIGHER EDUCATION

LECTURER II in EDUCATION (Educational Technology)

Applications are invited from suitably qualified persons for the post of Lecturer II in Education within the above Department. Reference to Education Officer.

Further details and application forms, available from the Personnel Officer, Bedford College of Higher Education, Polhill Avenue, Bedford MK41 9EA, to whom they should be returned not later than November 12, 1976.

BEDFORDSHIRE
EDUCATION SERVICE
BEDFORD COLLEGE OF HIGHER EDUCATION

TEMPORARY LECTURER II in MATHEMATICS

Applications are invited from suitably qualified persons for a temporary post of Lecturer II in Mathematics within the Department of Mathematics, Statistics and Computing, tenable for one year from January 1, 1977. Applicants should have a first degree in Mathematics and preferably some teaching experience.

Further details and application forms, available from the Personnel Officer, Bedford College of Higher Education, Polhill Avenue, Bedford MK41 9EA, to whom they should be returned not later than 10 November, 1976.

Readvertisement

ROSSIE SCHOOL, MONTROSE

Applications are invited for the post of

HEAD

of this List 'D' School for Senior boys, aged 14 years and over, which will fall vacant on 1st April, 1977. The school has accommodation for 90 boys and also has a closed unit for 35 boys. Applicants should be qualified teachers or social workers, and should have had appropriate experience of the residential care of difficult children.

Good administrative experience is essential. Salary is in the range of £6,843 to £9,852 with placing according to qualifications and experience. A four-bedroom house is available at a charge, presently of £20.93 monthly (inclusive of rent and rates) and the successful applicant will be expected to occupy it. Applicants should give full personal details including information regarding degrees and diplomas obtained, and details of posts held, all with dates. Also included should be the names and addresses of two referees.

Completed applications should be sent to the Official Correspondent, Rossie School, Montrose, Angus DD10 9TW, to reach him not later than November, 1976. Intending applicants may visit the school by appointment with the present Headmaster.

Candidates who previously applied for this post need not reapply.

MINISTRY OF DEFENCE
ARMY DEPARTMENT

An active, well qualified and experienced teacher is required on 1st January 1977 or as soon as possible thereafter, as:

LECTURER GRADE I

at

THE INFANTRY JUNIOR LEADERS' BATTALION, SIR JOHN MOORE BARRACKS, SHORNCLIFFE, KENT

To teach junior soldiers, in the age range 16 to 18 years

GENERAL SUBJECTS

to include MAP READING, METHODS OF INSTRUCTION and the FUNCTIONS OF LEADERSHIP.

The successful candidate will be required to play a full and active part in the life of the unit including supervision, and preferably playing, at least one major sport, the organisation and running of a hobby. The ability to participate in a team teaching situation and to use modern teaching methods will be added advantages.

SALARY — In accordance with current scales for teachers in Establishments for Further Education (England and Wales), at present £2,469-£4,377 pa plus £312 supplement, according to qualifications and experience.

ALLOWANCES — a. Pensionable: £582 pa Longer Working Year Allowance. b. Non-pensionable: £879. Extraneous Duty Allowance.

SUPERANNUATION — This appointment is pensionable under the Teachers' Superannuation Act and the successful candidate will be granted established civil servant status.

APPLICATIONS — Application forms and further information from the Institute of Army Education (YE), Court Road, London SE9 5NR, to which address completed forms are returnable by 15 November 1976.

LONDON BOROUGH OF NEWHAM
SOCIAL SERVICES DEPARTMENT
Luton House
Regional Assessment Centre

2 Deputy Principals

This new Centre in Newham provides day and residential care for up to 60 children in five groups of 10, mostly school age. It has a high staff ratio including teachers, supported by psychologist and psychologists and a Principal Adviser. Each officer will have specific responsibilities but will have overlap responsibility for the whole Centre and the other will be much involved with the educational aspects of the assessment procedures.

We will consider applications from QUALIFIED/EXPERIENCED TEACHERS and also RESIDENTIAL SOCIAL WORKERS who have worked at a senior level with children (for these a recognised social work qualification is an advantage).

SALARY: Grade SA1 £6,966-£8,823 plus £312 per annum Salary Supplement. A London Weighting Allowance of £285 is payable to non-resident staff or £183 London Allowance if resident.

Very good furnished staff accommodation available at reasonable rental.

For further information and informal discussion, telephone Mr. Papworth or one of the Advisers (01-534 4545, extension 488).

Application forms from Director of Social Services, 88 The Grove, Stratford, London E15 1HR. Telephone 01-534 4545 (extension 238).

LONDON BOROUGH OF NEWHAM

COLLEGES OF HIGHER EDUCATION continued

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER COLLEGE OF HIGHER EDUCATION
Henwick Grove, Worcester, WR2 6AJ
Applications are invited from graduates in Electrical ENGINEERING for appointment as Lecturer I as from 1st January 1977 or as soon thereafter as possible.
Salary within the Burnham Further Education Scale £3,951 to £6,606 with placing according to qualifications and experience.
Further particulars may be obtained from the Principal to whom applications should be submitted not later than November 26th.
Should there be no application forms and applicants should submit a statement giving date of birth, education, qualifications, experience and the names of two persons to whom reference may be made.

SOUTH GLAMORGAN
(County of)
SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION
FACULTY OF SCIENCE
DEPARTMENT OF PHYSICAL SCIENCES AND MATHEMATICS
Required for January, 1977, or as soon as possible thereafter:
LECTURER I (Grade II in MATHEMATICS (Applied) Scale £3,375-£5,304 plus £312).
Applicants should be graduates or have equivalent qualifications in Mathematics, with some relevant post-graduate experience. The successful applicants teaching duties will be mainly at Ordinary National Certificate/Diploma or equivalent level.
Application forms and further particulars may be obtained from the Deputy Principal, South Glamorgan Institute of Higher Education, Cyncoed Buildings, Cyncoed Avenue, Cardiff CF2 6XD, and should be returned within 14 days of the appearance of this advertisement.
E. J. Adams, Director of Education, Education Offices, Ridgeway, Cardiff.

OSMOND HOUSE—MOSELEY, BIRMINGHAM
COMMUNITY PROJECT
ACTION FOR ADOLESCENTS
ASSISTANT PROJECT LEADER
£2,529-£3,702 p.a. + £312 p.a. Cost-of-Living Supplement
Osmond House is a community project offering a variety of youth work as the basis for involvement in the local community.
Adolescent day care is the project's main area of work although we are also involved in a playgroup for the under-5s, drug counselling, intermediate treatment, youth drama, the teaching of reading and youth clubs.
We are looking for an Assistant Project Leader whose main area of responsibility will be to create and implement imaginative programmes of informal education and activities. The person appointed should also have the energy to follow up areas of work closely allied to their personal interests and experience within the community.
A social work or allied qualification (youth and community work, teaching) would be an advantage but experience in working with *adolescents is essential.*
Barnardo's is a Christian-based Society and offers conditions of service in line with Local Authorities.
Applications to: Miss E. A. Sim, Brookfields, Great Combow, Halesowen, West Midlands B63 3AE. Tel.: 021-550 5271.
Enquiries to: Mr. S. Dickinson, Project Leader. Tel: 021-449 2696.
Barnardo's

BIRMINGHAM
ST. 14 TECH COLLEGE
(Council of Engineering Institutions Approved Centre)
Required for January 1977, a temporary LECTURER I/II with appropriate qualifications in Mathematics, preferably in connection with H.N.C. courses in Sociology or Education. Ability to contribute in other areas would be an additional recommendation.
Person with qualifications and experience to the Principal, St. Peter's College, Saltley, Birmingham B8 3TE.

BIRMINGHAM
WESTHILL COLLEGE OF EDUCATION
Selly Oak, B29 6LL
Principal, Alan C. Stanford, M.Ed., F.R.S.A.
LECTURER/SENIOR LECTURER IN EDUCATION
(Special Education)
Applications are invited for appointment as Lecturer/Senior Lecturer in Education with special reference to the education of severely mentally handicapped children. The successful candidate will be a member of a team who have responsibility for the initial training courses (i.e. both Certificate and B.Ed. with a new main Subsidiary course in Mental Subnormality and full-time and part-time in-service Diploma course for qualified teachers) and will have some contact duties should have good academic qualifications in subjects of a kind of special education or psychology and experience of severely mentally handicapped children is to begin in mid-January (or by appointment) with effect from 1st January, 1977, or as soon as possible thereafter.
Applications should be made as soon as possible to the Principal from whom further information may be obtained. Salary will be in accordance with the Burnham F.E. Scales.

Colleges of Education

BIRMINGHAM
ST. 14 TECH COLLEGE
(Council of Engineering Institutions Approved Centre)
Required for January 1977, a temporary LECTURER I/II with appropriate qualifications in Mathematics, preferably in connection with H.N.C. courses in Sociology or Education. Ability to contribute in other areas would be an additional recommendation.
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Applications should be made as soon as possible to the Principal from whom further information may be obtained. Salary will be in accordance with the Burnham F.E. Scales.

Adult Education

LONDON
INNER LONDON EDUCATION AUTHORITY
INSTITUTE OF ADULT EDUCATION
Queen's Road Centre
St. Mary's Road
Peckam, SE15 2SA
Required as soon as possible/ LECTURER II COMMUNITY EDUCATION WORKER. The person appointed will be seconded to undertake the supervision of the Moonshot project, the aim of which is to provide courses in educational skills for young black people in a less formal setting.
A committee representing various agencies has been established to support the worker. Applicants should have relevant and appropriate experience in teaching/counselling.
Assistance may be given towards household removal expenses.
Salary is on a scale with Burnham Further Education Scale (£3,375) to £5,304) plus London Allowance (£534) and supplement (£312).
Details and application forms returnable by 22nd November 1976 from the Personnel Assistant (Ref. 1/76), Inner London Education Authority, Room 216, County Hall, London SE1 7PB.

EDUCATION COMMITTEE
H.M. PRISON, STAFFORD
Applicants are invited for the post of EDUCATION OFFICER, to commence as soon as possible.
Salary scale: Head of Department Grade II, £5,463 to £6,414 plus £312 supplement per annum.
In certain circumstances allowances are made for removal and lodging expenses.
Further details and application forms are obtainable from the Chief Education Officer, Further Education Section, Tipping Street, Stafford, to whom the application forms should be returned by 17th November, 1976.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union.

Community Homes and Associated Institutions

GREENWICH
London Borough of
COMMUNITY CENTRE WARDEN
£5,655-£7,209 (inclusive) Threshold payments.
Residential accommodation.
A residential post is required for Charlton House Community Centre. This is an exceptionally attractive opportunity to maintain and develop a varied programme of activities linked with a wide spectrum of groups.
The Warden is responsible for the administration and day-to-day running of the Charlton Centre and, under the House Committee, for implementation of the policy and growth guidelines laid down by Greenwich Community Council.
This is an exciting opportunity to link social and recreational work in an agreeable setting.
Closing date: 15th November, 1976.
Interviews: Week commencing 29th November, 1976.
Apply to: Director of Social Services, Wellington House, Wellington Street, Woolwich, SE18 6PW. Tel. 01-854 8888 Ext. 2000.

Youth and Community Service

AVON COUNTY
YOUTH AND COMMUNITY SERVICE
CHIPPENHAM YOUTH AND COMMUNITY CENTRE
Temporary Senior Youth and Community Worker required for Chippenham Youth and Community Centre. Applications from persons with relevant experience in a project with a multi-racial membership are welcomed. Salary in accordance with Burnham Further Education Scale 3 (£3,375 to £5,304) plus £312 supplement per annum. Head of Department's allowance (£534) may be payable. Application forms from Director of Education, Education Offices, Broadmead, Bristol BS1 3EA. Closing date 15th November, 1976.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
COMMUNITY SERVICE: CO-ORDINATOR
Required for January 1977, or as soon as possible thereafter, a Community Service Co-Ordinator for Schools to work closely with an existing post holder in order to develop the service for the organisation of community service for senior pupils in the authority's secondary schools.
The person appointed will be required to liaise with teachers and workers in the field of the social services and the implementation of such is, therefore, essential.
Salary: N.J.C. Scale AP5.
Candidates should apply by letter, setting out a curriculum vitae and giving any information they feel relevant, but particularly indicating present salary and period of notice (if applicable) to terminate their present employment. The names and addresses of three persons from whom confidential references may be obtained should also be indicated.
Applications should be addressed to the Chief Education Officer (Ref. M1B), Alexandra Buildings, King Cross Road, Halifax, HX1 1UH. Closing date: 8th November 1976.

CAMBRIDGESHIRE
CAMBRIDGE AREA
IMPINGTON VILLAGE COLLEGE
COMMUNITY EDUCATION TUTOR
Required from 1st January 1977, to £4,467 plus £312 supplement.
The Tutor will assist the Senior Community Education Tutor in the providing and development of Community Education in the college and throughout the catchment area.
This is an opportunity for one whose training and experience has been mainly in the Youth and Community field, but who can bring that expertise, but to widen it in all aspects of Community Education. In particular, the Tutor will fully participate in the evening programme of activities at this college for the self determination and budgeting of the Community Programme.
Application forms and further *details* (stamped addressed envelope) may be obtained from the Warden, Impington Village College, Impington, Cambridge CB4 4NE. (Tel.: Histon 2353.) Please quote reference: TEE/1.

EALING
(London Borough)
THE EALING YOUTH SERVICE is seeking to employ a YOUTH WORK TEAMS which will be responsible within an area of the town and small-scale work, school and community work, support for voluntary group organisation.
YOUTH WORKERS with relevant full time experience, interested in team work, working flexible and highly pro-ts and opportunities to gain a variety of experience in helping young people to grow up.
This is an exciting opportunity to join a forward-thinking service.
Starting Salary £[illegible] a £7,581 (Burnham Further Education Scale) plus £312 supplementary allowance.
The Council offers 100 per cent removal expenses, assistance with housing, and generous leaving allowances. Season ticket loan available.
Further particulars and application forms available from the Youth Education Officer, Ealing Youth Service, 91-81 Uxbridge Road, Ealing W5 5SH. Forms to be returned within fourteen days of the appearance of this advertisement.

YOUTH WORKER
Galdcrest Youth Centre
New Addington, Croydon
J.N.C. range 3 (Points 4 to 8)
A suitably qualified and experienced Youth Worker is required for this challenging post.
Salary scale—£4,380 per annum to £4,857 per annum including London Allowance and Fiate Rate Supplement.
Rented accommodation may be available and, in an appropriate case, consideration will be given to reimbursement of removal expenses.
CROYDON
Write to or telephone the Director of Education (FE/YSA), London Borough of Croydon, Taberner House, Park Lane, Croydon, Surrey CR9 1TP (Telephone number 01-686 4433, extension 2548), for further details and an application form. Mr B. Doswell, the Youth Service Adviser, is available for an informal discussion. Closing date: 15th November, 1976.

OVERSEAS DEVELOPMENT
KNOW-HOW: vital to developing countries
Secondary Teachers:
(a) Mathematics
(b) Agricultural Science
(c) Physical Science
Swaziland
To teach their subject up to "O" level and to undertake extra-mural activities as required. Applicants, aged 25-55 and preferably married, must be trained graduates in their subject with relevant teaching experience. Initial appointment for 27-36 months.
Salary (currently being reviewed) in range £2,990-£6,809 p.a. which includes an allowance, normally tax free, in range £1,484-£3,390 p.a. Starting salary is assessed in accordance with completed years of relevant post graduate teaching experience. Terminal gratuity 25% of basic salary.
Primary Teacher Educator—Mathematics
Botswana
To assist with the initial training of teachers; to assist in primary schools, making frequent informal visits; to consider alternative approaches to the primary curriculum; to be engaged in a programme of in-service work. Applicants, under 45, must be trained teachers with at least eight years primary teaching experience. Appointment for two-three years.
Salary in range £2,744-£6,290 p.a. which includes an allowance, normally tax free, in range £1,374-£3,018 p.a. Terminal gratuity 25% of basic salary. Salary and allowance is currently under review.
Other benefits (for all posts) include free family passages, paid leave, children's education allowances, and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £1,200 may be payable in certain circumstances. Superannuation rights may be preserved. Applicants should be citizens of the United Kingdom.
For full details and an application form please apply, indicating post concerned and giving age and details of qualifications and experience to—
Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.
ODM
HELPING NATIONS HELP THEMSELVES

Education Department
YOUTH SERVICE VACANCIES
WARDEN
West Ham Youth Centre
Applications are invited from qualified Youth and Community Workers or teachers with relevant experience for the post of Warden of the above LEA Centre, which caters for a wide range of young people in congenial surroundings. Accommodation facilities are extensive and, comprehensive and include separate premises with a licensed bar for the senior members (over 18 years).
Salary in accordance with the JNC scale for Youth and Community Workers, Scale 4, Points 1-5, £4,320 to £4,836 per annum plus £402 per annum London Weighting Allowance.
WARDEN
Vicarage Centre
Applications are invited from qualified Youth and Community Workers or teachers with relevant experience for the post of Warden of the above LEA Centre which caters for the needs of a wide range of young people and affiliated groups.
Salary in accordance with JNC Scale 4 for Youth and Community Workers, Points 1-5, £4,320 to £4,836 per annum, plus £402 per annum London Weighting Allowance.
Applications are invited from qualified Youth and Community Workers or teachers with relevant experience for the post of Deputy Warden of the above LEA Centre which caters for the need of a wide range of young people.
Salary in accordance with the JNC Scale 3 for Youth and Community Workers, Points 1-5, £3,795 to £4,200 per annum, plus £402 per annum London Weighting Allowance.
Application forms for the above posts and details of duties are available from the Director of Education, Education Offices, Broadway, Stratford, London E15 4BW.
Closing date: 14 days from the appearance of this advertisement.
J. B. WILKIE,
Director of Education.
LONDON BOROUGH OF NEWHAM

TEACHING ENGLISH IN MUNICH
We require an experienced
TEACHER OF ENGLISH
as a foreign language teacher from January 10, 1977. Applicants for this post must be of British nationality, aged up to 30, possess a teaching qualification and speak standard English.
Teaching is mainly to small groups of adults with emphasis on modern language techniques and aids.
The post carries a basic tax-free salary of DM1,450.00 per month. The journey to Munich is assisted.
The successful candidate will be offered a contract from January 1 to August 31, 1977, renewable for a further 12 months.
Applicants are asked to send a curriculum vitae, a recent photograph and telephone number to:—
CAMBRIDGE INSTITUT
Hildegardstrasse 8 8000 Munich 22
Telephone 089 221150

AUSTRALIA
Education Department of Victoria
The Education Department of Victoria seeks a number of qualified teachers for service in post-primary schools only in 1977, to take up positions in mid-April.
Free air travel to Melbourne for the selected teachers (and a limited number of dependants) will be provided in return for an agreement to teach for two years. Permanent appointments may be arranged for those who wish to settle in Victoria.
Salaries offered are in the range of $A7,914 (£stg5,862.22 per annum approx) to $A13,401 (£stg 9,926.66 per annum) according to qualifications and experience.
Applicants are required to possess a Degree together with a postgraduate Certificate in Teacher Education, or its equivalent. Only teachers of English, Mathematics, Music and Physical Education are required.
Interested teachers should apply to the Migration Officer (Dept EdPP), Office of the Agent-General for Victoria, Victoria House, Melbourne Place, Strand, London WC2B 4LG, giving details of qualifications and experience. Applications must be received by November 12, 1976. Interviews will be arranged for selected applicants, in London, and all interview expenses are the applicant's own responsibility.

YOUTH AND COMMUNITY SERVICE continued

EALING
(London Borough of)
COMMUNITY CENTRE WARDEN
HANWELL COMMUNITY CENTRE
Salary £4,114 to £5,393 per annum inc.
Plus Supplement of £312 per annum.
The London Borough of Ealing has long encouraged the development of informal education and neighbourhood co-operation by the establishment of Community Centres. There are at present seven centres within the Borough providing accommodation for afternoon and evening classes and a wide range of leisure and recreational activities. Each centre is managed by a Community Association through a committee representing both consumer groups and local Education Authority.
Applicants for the position of Warden should possess good organising ability, have wide knowledge of, or ability to acquire knowledge of a wide variety of activities and be fitted by education and experience to develop and maintain informal educational and recreational activities. The person appointed will be suitable for a teacher wanting a career change, by the Warden will act as Secretary to the Management Committee and clerical assistance will be available at the centre. Preferably, candidates should possess qualifications and experience which will enable them to be accorded qualified status *under relevant JNC regs.*
The Council offer 100 per cent removal expenses, help with housing assistance up to £250 and lodging allowance. Season ticket loan available. Relocation may be available.
Further details and application forms available from the Chief Education Officer, Perceval House, 20-31 Uxbridge Road, Ealing W5 2HL, to be returned within 14 days of the appearance of this advertisement.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
ALAN BULLINGER CENTRE
Southgate, N.14.
Applications are invited for the post of DEPUTY WARDEN of the above Centre. Applicants should have had some experience in the Youth Service and be prepared to assist in the running of a very active seven day a week Centre.
Salary in accordance with J.N.C. Burnham points 1 to 3 £3,795 to £4,200 per annum plus £402 London Weighting plus £312 additional responsibility.
Consideration given to the following:— £100 per cent removal expenses up to £250, and generous assistance with relocation costs. Temporary housing accommodation for up to two years, £10 per week lodging allowance up to four months in certain cases.
Application forms from the assistant principal of recreation and community services, Education Department, Civic Centre, Silver Street, Enfield, and should be returned to him by Friday, 12th November, 1976.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
SWADELANDS SCHOOL
Lenham
(900) mixed: 11 to 16 plus)
Required as early as possible, suitably qualified and experienced TEACHER/YOUTH LEADER to take charge of Swadelands School, Lenham, to teach part-time and to develop a wide range of activities based on the youth wing forming part of the school complex. The school which is of modern design is in pleasant rural surroundings and serves the needs of a very rural catchment area. The curriculum provides a wide range of staffing and appointee will be considered for most subject disciplines (C.S.E., G.C.E. 'O' level courses).
The school is seeking someone who recognises the relevance of social education and is capable of leading a small team of part-time tutors to develop the programme of the youth wing. This appointment will be made in consultation with the Kent County Youth and Community Service.
Application forms and further details are available from the Head-teacher on receipt of stamped addressed envelope.

LANCASHIRE
EDUCATION COMMITTEE
DISTRICT 9
Applications are invited from suitably qualified persons for the following post:
YOUTH WORKER—Charley Division to be based at the Lyndhurst Architectural Youth Headquarters for work with young people in the District.
Salary A.P.C. Scale 2 £3,792 to £5,712 plus annual salary supplement not exceeding £312.
The person appointed will be a member of the District Team, assisting in the development of the Youth Service generally in the District.
Forms of application and further particulars are available from the District Education Officer, Witham Hall, Lyndhurst Avenue, Leyland, to whom completed applications should be forwarded by 1st November, 1976.

LINCOLNSHIRE
Applications are invited from qualified TEACHERS with some youth service experience for the post of YOUTH AND COMMUNITY WORKER, Scunthorpe, *North Lincs.* The salary will be in accordance with Burnham Further Education Scale 3 (£3,375 to £5,304) plus £312 supplement.
The Youth Wing is incorporated in a new extension to the School and offers a wide range of facilities.
The successful candidate will join a full time youth service staff of 20 and the post entails involvement in training, activities and groups at a district and county level.
Application forms and further particulars are obtainable from the County Education Officer, County Offices, Newland, Lincoln, to whom completed forms should be returned within 14 days of the date of this advertisement.

NORTHUMBERLAND
COUNTY COUNCIL
BLYTH COMMUNITY ASSOCIATION
PART-TIME WARDEN
Unqualified — £1,491 to £2,013, plus £312 per annum Salary supplement.
Qualified — £2,442 to £3,297, plus £312 per annum Salary supplement.
The Community Association is a voluntary organisation which provides a very extensive service in the town of Blyth.
The Committee are making for someone to take over and run the Bebside Community Association, and are particularly interested if any part-time employee who has the qualifications and ability to undertake such a responsible post. Applicants from within the present staff will be considered, but it is envisaged that part of the work undertaken in connection with the post will be outside the normal hours of Youth Work.
Applications from both qualified and unqualified persons will be considered.
Application forms, obtainable from Mrs. Newcombe, Administrative Assistant, Education Department, Blyth Community Centre, Bridge Street, Blyth, Northumberland.

Overseas Appointments

SHARJAH
UNITED ARAB EMIRATES
THE SHARJAH ENGLISH SCHOOL
Headmistress: Miss J. E. W. Keeg, B.Ed.
Required in January two qualified TEACHERS for (a) five-year-olds (b) eight-year-olds.
The school is a modern purpose-built building. There are at present over 100 children aged from four to 11 with a teaching staff of 10.
Salary will be 33,000 Dirhams per annum tax free, equivalent at present rate of exchange to about £3,700, with free accommodation and other allowances. A contract until August 1978, is guaranteed. Applications are invited from candidates with at least one year's teaching experience.
For further information and an application form write to: Miss M. A. Roche, Appointments Service Ltd., 4 and 5 Bond Street, Piccadilly, London W1A 1AE, or telephone her on 01-493 0161.

QATAR
Immediate vacancy for experienced teacher of mathematics to 'A' level. Must be single, male and British passport holder.
Good salary.
Only teachers able to teach workshop practices, technical drawing and arithmetic to R.S.A. Stage 1 level need apply.
Recruiting Manager, Reigate School, Cromwell Road, Kingston upon Thames, Surrey. London 01-546 2041.

PAPUA NEW GUINEA
TEACHERS for small primary school (4 teachers) situated in Port Moresby suburb. Must be prepared to live in expatriate community. Coastal location.
Contract 24½ months Jan./Dec. Salary £2,000 plus air return fare p.a.
Apply with details of qualifications and experience to: Tuhuna Ltd., P.O. Box 30, Kiunga, Central Province, PNG.

AFRICA
TEACHERS (all subjects) urgently required to commence immediate service in Nigeria, Ghana, Kenya and Uganda. Also Lecturers for Nigeria and Ghana. Please send details for immediate attention to: Interworld Services, 10 Yorkdale Road, London SE7 8SJ.

BERMUDA
Required TEACHERS of COMMERCIAL SUBJECTS (often combined with Geography) to commence September 1977 for one year. Applicants must be graduates and Qualified Teachers, preferably with experience of teaching Commercial Subjects to 'O' level.
Apply: Personnel Officer, Hamilton, Bermuda.

FRANCE
[illegible] COLLEGE
[illegible] Paris
[illegible] immediately
[illegible] Ref. 1
A [illegible]
[illegible] details telephone [illegible]

Kenya
Accountancy Lecturer
To lecture at an advanced level in accountancy (including management accounting) costing and other related subjects at the Kenya Institute of Administration in Nairobi.
Candidates must be Chartered Accountants or be ACMA or ACCA with at least 2 years' experience in lecturing to advanced students at a Polytechnic or equivalent level. A degree in commerce, business administration, economics, or mathematics is also desirable.
Starting salary according to qualifications and experience, in scales rising to the equivalent of £8295 per annum. This includes a substantial and normally tax-free allowance paid under Britain's overseas aid programme. Basic salary *attract a 25% gratuity.*
Length of tour 2½ years initially.
Benefits include free passages, generous paid leave, children's holiday visit passages and education allowances, subsidised housing, appointment grant and interest free car loan.
For full details and application form write to
Crown Agents
Appointments Division, 4 Millbank, London SW1P 3JD. quoting reference MC/821/TD

Revitalised economy – superb location!
Together with most other countries, Zambia has recently been affected by the world-wide economic recession. Now our economy is surging forward strongly again, revitalised partly by significant advances in the country's agricultural industry and rising copper prices on world markets. Come here on a 3-year contract and your skills will be welcomed — and broadened. You'll enjoy the warm, pleasant climate in this totally land-locked country, larger than France, Belgium, the Netherlands and Switzerland combined. You'll enjoy the scenery too; although mainly a broad plateau, Zambia also features spectacular mountains, a certain amount of dense forest, imposing rivers, vast lakes and extensive game reserves. Its many large cities and towns contain all the normal modern facilities and are linked by excellent roads and rail services.

Teachers
in English; Geography; Maths; Chemistry; Physics; Industrial Art; Agricultural Science; French.

Requirements:
Degree plus Post-Graduate Certificate, or Diploma, or recognised Teacher's Diploma — and at least 3 years' teaching experience.

Salaries:
for trained graduates:
up to K5388 (c.£3600). Supplement up to £4686 (married), £2568 (single).
for trained non-graduates:
up to K4560 (c.£3050). Supplement up to £3133 (married), £1782 (single).

Responsibilities:
To adapt teaching methods in a practical way to the local environment, which may be in a rural or urban area; to contribute energetically to activities outside the classroom.

Strong financial attractions
As well as the salary quoted, you will enjoy TAX-FREE supplements, a TAX-FREE terminal gratuity, low-cost accommodation, low taxation and free passages. Together, these add up to exceptional real earnings. Starting salaries relate to qualifications/experience, while gratuities total 25% of basic salary. Salary-related supplements are reviewed annually and paid by the British Government to designated British nationals (annual maximum is shown), while appointment grants, education allowances, car loans, medical aid assistance and free holiday visits for children educated in Britain are also provided for those receiving supplements. N.B. Sterling equivalents given are approximations only due to constant exchange rate fluctuations.
For further information please send full personal/professional details (without obligation and in total confidence), indicating which position interests you, to: Recruiting Officer (Room 7) Zambia High Commission, 7-11 Cavendish Place, London, W1.
ZAMBIA

Geography Teacher
Hong Kong
Up to £9,155 p.a.
- 25% gratuity on salary
- Low tax area
- Free medical treatment
- Free passages
- Generous terminal leave
- Subsidised accommodation
- Special education allowance
- Holiday visits for children

Applications are invited for a post of Geography Teacher in King George VIth School in Hong Kong. The successful candidate will assist the teacher-in-charge of the organization, teach Geography from Form 1 to 'A' level, and assist in the organization of extra curricular activities in the school.
Applicants, who should preferably be under 45 years of age, should have either (i) a Teacher's Certificate obtained after a full-time 3-year course; or (ii) a degree in Geography (preferably with Honours) and a Diploma in Education, or equivalent. Preference will be given to candidates with 3 years' teaching experience with 1 year in-charge of or assistant in the organisation of the teaching of Geography.
The appointment is for an initial period of 2½ years. The salary scale for the post is HK$3,420 to HK$6,480 (approximately £5,656 to £8,156)*. Starting salary will depend on the successful candidate's established position on the Burnham Scale in the U.K.
For further information and an application form, write to the Hong Kong Government Office, 6 Grafton Street, London, W1X 3LB, quoting reference HD/GT/(Da) at the top of your letter. Closing date 12th November 1976.
*Based on exchange rate HK$8.10 = £1. This rate is subject to change.
Hong Kong Government

Sales Promotion Executive

MEXICO

Longman Group, leading educational book publishers, need an experienced Sales Promotion Executive to take over existing territories which include Mexico and Peru.

Based in Mexico, the Executive will work for the Longman English Language Teaching Division and should have ELT teaching and lecturing experience. Some experience in selling overseas, preferably in the publishing sphere, would be helpful.

Initially the appointment is for two years on the normal expatriate terms and conditions.

For further details and an application form please apply to:-

Colin Luker
Personnel Manager,
Longman Group Ltd
Longman House Burnt Mill
Harlow Essex
Tel: Harlow (0279) 26721

Longman

The British Council

invites applications for the following posts:

Adviser in In-Service Education of Teachers of English (Afghanistan)

Adviser in Pre-Service Education of Teachers of English (Afghanistan)

Candidates must have a postgraduate linguistics qualification and appropriate EFL experience.

Salary: £5,001-£6,845 p.a.

Benefits: overseas and children's allowances; free furnished accommodation. Two-year contracts, renewable. *76 AE 18-19*

Head of English (Yemen)

National Institute of Public Administration, Taiz

To administer the English Department and to teach English language up to Cambridge Proficiency level to adult Yemeni students.

Candidates, men only, must be graduates with 5 years' TEFL experience; TEFL qualification desirable.

Salary: £4,389-£5,409 p.a., tax free.

Benefits: overseas and children's allowances; free furnished accommodation. Two-year contract, renewable. *76 AO 59*

Instructor in English for Special Purposes (Jordan)

Civil Aviation Training Centre, Amman

To teach English to students following technical courses at the Centre. Candidates must have a degree and TEFL qualification and 3 years' experience.

Salary: in excess of candidate's current UK emoluments.

Benefits: free furnished accommodation; overseas and children's allowances. 3-year contract with the Ministry of Overseas Development. *76 AO 132*

Lecturers in English (Egypt)

Mohamed Bey Technical School, Alexandria

Degree in English or Modern Languages and TEFL/Applied Linguistics qualification. 5 years' experience

[illegible] candidates [illegible]

Salary: £2,932-£3,793 p.a., approx.

Benefits: free furnished accommodation; overseas and children's allowances. Three-year contracts with the Ministry of Overseas Development. *76 AS 118-119*

Teacher of English (Portugal)

The Anglo-Portuguese Association, Oporto

Candidates: single only preferably under 30 should be graduates with relevant teaching experience. A TEFL qualification is desirable.

Salary: £2,932-£3,793 p.a., approx.

Benefits: low local tax (7%-8%) | musical scheme. Initial contract 18 months, renewable. *76 SO 144*

Return fares are paid. Local contracts are guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

Administration

Local Education Authority

HAMPSHIRE

HAMPSHIRE CAREERS SERVICE

CAREERS ADVISER

Southampton

Up to £5,703 plus £312 Supplement

Applications are invited from suitably qualified men and women for the above post. The person appointed will be a member of the Southampton Division team and will work in schools in that area.

Salary made in AP 3-5. A car allowance will be paid and assistance is available for removal, legal and other expenses, in certain circumstances accommodation may be arranged and married officers may receive a subsistence allowance if separated from their families.

Please quote reference *Gore 44* when obtaining further particulars and application form, returnable by 15th November, 1976, from the Personnel Officer, The County, Winchester, Hants. SO23 8UB.

ST. HELENS

METROPOLITAN BOROUGH COUNCIL

EDUCATION DEPARTMENT

CAREERS OFFICER, A.P.2.-5 (£2,637 to £5,985, plus £312 Supplement)

Applications are invited for the post of Careers Officer in the Authority's Careers Service. Applicants should possess a Degree, Diploma in Careers Guidance or equivalent qualifications and preferably have completed a course of professional training for the Careers Service.

Application forms and further particulars are available from the Director of Education, Education Department, Corporation House, St. Helens, WA10 1HN, to whom they should be returned by Thursday, 11th November, 1976.

General

AVON COUNTY

CITY OF BATH Y.M.C.A.

ASSISTANT GENERAL SECRETARY (Youth) : J.N.C.

Details on application (by 17th November) to Chairman, Y.M.C.A., Broad Street Place, Bath.

BRITISH CANOE UNION

ADMINISTRATOR

[illegible] accounting procedures and providing an efficient management and information service.

The successful applicant must be prepared, if required in the short medium term, to move from London.

Salary: H.C.O. scale, £3,000 to £4,700 plus £1501 London weighting.

Application forms and detailed job specification from the Director, British Canoe Union, 70 Brompton Road, London SW3 1DT.

PRE-SCHOOL PLAYGROUPS ASSOCIATION

P.P.A. is looking for a new NATIONAL ADVISER with experience in the pre-school field and the playgroup movement. This is an interesting full-time post involving considerable travel.

For further details please apply to: Administrative Officer, P.P.A., Alford House, Aveline Street, London SE11 5DH.

REGISTRAR

Royal S.T.C. *TEACHERS* with experience in recruiting and training students required for post of Registrar.

The successful candidate should be aged 30 to 45, have a degree and must be really helpful and friendly. Age not strictly applicable. Salary £3,900.

Please apply with curriculum vitae and photograph to: J. Steven, Principal, Princes School of English, 46 Clarges Street, London, W.1.

SCOTLAND

SCOTTISH COMMUNITY DRAMA ASSOCIATION

invites applications for the post of DIRECTOR to act as ORGANISER-SECRETARY, Director's Assistant, Head of Secretary and Treasurer, the provision of professional technical advice and the promotion of the work of the association at all levels throughout Scotland.

Applicants should have administrative ability and previous and a background of the amateur and professional theatres.

Salary to be negotiated—maximum £3,500 per annum—with provision of a motorcar and out-of-pocket expenses.

Applications, giving full details, to Chairman, Architects, 25 Shore Place, Edinburgh EH3 7LG, before November 15, 1976.

DIRECTOR required for self-starting for Y.W.C.A. based in Manchester housing 30 girls, many from overseas. A reputation and interesting post for someone with previous experience of such work. Accommodation available for married couple or single person. Box T69 2055, The Times.

EXPERIENCED Secretary required, Rhodes House, Oxford. Headquarters of the Rhodes Trust. University duties.—Applications including three referees by wardden, The Queen's House, Oxford. Telephone Oxford 56715.

Educational Psychologists

EAST SUSSEX

COUNTY COUNCIL

EDUCATIONAL PSYCHOLOGIST (WEST DIVISION)

£3,252 to £5,292

An Honours Degree in Psychology, teaching experience and professional training as an Educational Psychologist are essential. Salary according to age and experience.

Assistance with removal expenses is normally given.

Application forms and details of County Psychologist's service from Chief Education Officer (EDP), P.O. Box 4, County Hall, St. Anne's, East Sussex (closing date 30th November).

NEWCASTLE upon Tyne

City of

EDUCATION COMMITTEE

CHILD AND FAMILY GUIDANCE SERVICE

EDUCATIONAL PSYCHOLOGIST

Re-advertisement

Applications are invited from qualified educational psychologists with an honours degree in psychology and teaching qualification for a post on the staff of the above Child Guidance Service. The person appointed would work in the area of the Child Guidance Service and also [illegible] of the child guidance clinic. The salary scale is £3,252 to £5,292 per annum, plus [illegible].

Application forms and further particulars may be obtained from the Principal Educational Psychologist, to whom completed applications should be returned within [illegible] days of the appearance of this advertisement.

Quote ref. [illegible]

UNIVERSITY OF LONDON

INSTITUTE OF EDUCATION

DEPARTMENT OF CHILD DEVELOPMENT AND EDUCATIONAL PSYCHOLOGY

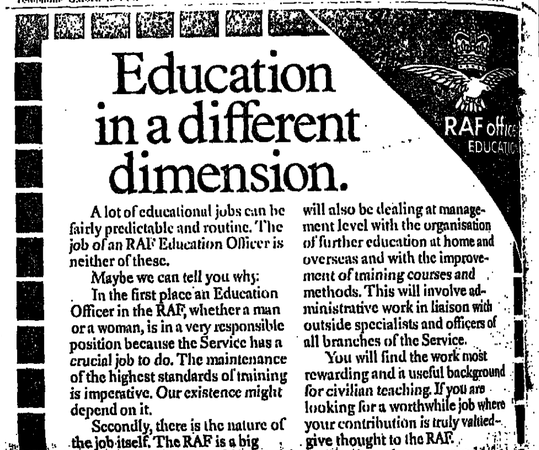
DIPLOMA IN THE PSYCHOLOGY OF HANDICAPPED CHILDREN

The Institute offers a one-year full-time course of training for experienced teachers who wish to take up posts as teachers of handicapped children. The course is also suitable for qualified teachers who already teaching and who wish to teach physically handicapped children.

The Department of Child Development offers opportunity for research and development in the field of children with special needs.

Full details of the course may be obtained from the Registrar, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL, to whom completed forms should be returned not later than January 31, 1977.

Education in a different dimension.



A lot of educational jobs can be fairly predictable and routine. The job of an RAF Education Officer is neither of these.

Maybe we can tell you why:

In the first place an Education Officer in the RAF, whether a man or a woman, is in a very responsible position because the Service has a crucial job to do. The maintenance of the highest standards of training is imperative. Our existence might depend on it.

Secondly, there is the nature of the job itself. The RAF is a big organisation, around 90,000 people. It is also a committed organisation. The people in it are there because they choose to be. As an educator you will find yourself dealing with people who really want to learn. Your work may range from the instruction of young apprentices to the tuition of university graduates undergoing officer training at an RAF college. At all levels it is a satisfying experience. Teaching, however, is only part of the job. You will also be dealing at management level with the organisation of further education at home and overseas and with the improvement of training courses and methods. This will involve administrative work in liaison with outside specialists and officers of all branches of the Service.

You will find the work most rewarding and a useful background for civilian teaching. If you are looking for a worthwhile job where your contribution is truly valued-give thought to the RAF.

You may choose to spend 4, 5 or 6 years in the RAF with a chance of longer engagement to the age of 38 or for 16 years. And, if you are considered good enough, there are opportunities for service to the age of 55.

If you are interested, post this coupon now to Group Captain H. E. Boothby, OBE, ADC, DS, RAF, Officer Careers (949 416/3) London Road, Stanmore, Middlesex, HA7 4PX.

ONLY SO MANY CAN BECOME THE FEW.

Please send me information about a career as an Education Officer in the RAF.

Name .....

Address .....

Date of Birth ..... (Age limit 29½; exceptional candidates may be considered up to 39½)

(Formal application must be made in the UK.)

With this coupon please enclose, in confidence, a brief curriculum vitae. You should be a graduate preferably qualified to teach.

949 416/3

The netherlands regional international school english department

A fully qualified and experienced

general subject teacher

with special ability in instrumental music and singing and aged between 25-30 years is wanted soonest possible to teach children within the age range of 9-12 years.

Salary and other conditions (housing, transfer and removal costs, holiday allowance etc.) will be discussed during interview.

Please send complete curriculum vitae with references to Mr. L.P. Smit, Executive Secretary of the Board of Governors, Regional International School, Humperdincklaan 4, Eindhoven, the Netherlands.

BBC:

EDUCATION SECRETARY

The BBC invites applications for the post of Education Secretary. This post, based in London, involves educational responsibilities in a number of areas: first, to be a Secretary to the School Broadcasting Council for the United Kingdom, an independent body set up by the BBC to advise it in its broadcasting provision for schools. (The Education Secretary is seconded by the BBC to be Secretary of this Council.) The Education Secretary, who is a member of the BBC Education Management Team, is also responsible for the administration of the work of the BBC's Further Education Advisory Council which advises the BBC on opportunities for broadcasting in the developing field of Continuing Education; and the direction of various supporting services to Educational Broadcasting. The post requires good academic qualifications, wide experience of education and the educational system, marked administrative ability and demonstrable interest in the potential of educational broadcasting.

Salary in the range £8,400 to £10,600 per annum, starting point depends on the successful candidate's qualifications.

Write or telephone immediately for further details and application form (returnable by November 15), quoting reference 76.G.888/TES, to Appointments Department, BBC, London W1A 1AA. Telephone: 01-580 4468, extension 4612.

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

PRINCIPAL ASSISTANT

Sites Section

(PO1 (1-5)) £4,869-£5,250

To be generally responsible under the direction of an Assistant Education Officer for the organization and management of a section of 15 officers dealing with the reservation and acquisition of land and property required for educational purposes and with related matters.

Further particulars and application form, returnable by 15th November, from W. H. Petty, County Education Officer (Ref. Q), Springfield, Maidstone. Tel. (0622) 54371, ext. 406.

County of Cleveland

Education Department

ASSISTANT PRINCIPAL

CAREERS OFFICER

£5,718-£6,469

Applications are invited from suitably qualified and experienced persons for the above post. The appointment carries major responsibility for the in-Service training of all staff in the Authority's Careers Service and for the co-ordination of work being undertaken throughout the County with handicapped and disabled young people. Essential car used allowance is payable.

In approved cases, financial assistance with the removal of household effects will be available. Temporary housing accommodation for married couples may be available in approved cases, within the County area.

Application forms are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, to whom completed forms should be returned by November 12, 1976.

LANCASHIRE COUNTY COUNCIL

EDUCATION COMMITTEE

Applications are invited for the following post:

District Education Officer

DISTRICT 14. (ROSSENDALE)

Salary Scale: P.O. 2 (6-10) £6,729 to £7,407 plus an annual salary supplement of £312

Applicants should be graduates who should have had experience in teaching and in educational administration.

District Education Officers have general responsibility for the detailed administration of the Education Service within each of 14 Districts.

Application forms and further particulars obtainable from J. C. D. Rainbow, Chief Education Officer, P.O. Box 61, County Hall, Preston, PR1 8RJ, to whom they should be returned by 16th November, 1976, quoting reference A308/10/JAG.

Islington Social Services

DAY CARE OF THE UNDER 5's

The Department is seeking to recruit

ORGANISERS

for two Children's Day Centres

- able to understand the needs of parents, children and staff.
- ready to work with colleagues in the educational field: playgroups and child minding service.
- interested in integrating the group into the community.
- prepared to face the challenge of experimenting in areas outside the traditional lines.

The same principles apply but the two centres are different.

BEMERTON

65 places. Opened early 74. Different from the traditional Centre, being built into the ground floor of a block of flats off Caledonian Road. Very spacious, but with no exclusive outdoor play space. *Offers an* exciting challenge to a person interested in a big centre physically linked with a housing development.

GIRDLESTONE

70 places. Opened mid 73. Traditional design. Compact with outdoor play space. A unit contained unit on the edge of a newly developed housing estate very near the busy shopping centre of ARCHWAY.

The department is urgently seeking ways, by involving other agencies to meet the needs of all parents looking for help as well as the many on the priority waiting list.

SALARY: £4,449 to £4,986 p.a. inclusive for 40 hour week.

Application forms may be obtained from the: Director of Social Services, 17 Isledon Park Street, London N1 1QJ. (01-359 3535 Ext. 207). Quoting Reference: SS/AS/20. There will be ample opportunity for informal discussion. CLOSING DATE 12th November.

EDUCATION DEPARTMENT

SPECIALIST CAREERS OFFICER

Salary APS, £4,110 to £4,380 (inclusive of London Weighting) plus £312 supplement.

Applications are invited from practising Careers Officers who consider themselves qualified by background, experience and temperament, for taking on the challenging task of helping disadvantaged, disaffected, disillusioned young black people, some of them homeless, many of them jobless, and most of them disinclined to use the statutory employment services.

Additional information and application forms are available from the Administration Manager, Room 708, Brent House, High Road, Wembley, Middlesex.
Returnable by November 15, 1976.

Telephone 01-903 0371 (24-hour Answafone service).

Reference number R/67/D must be quoted.

London Borough of BRENT

THE SCHOOLS OF KING EDWARD VI—BIRMINGHAM

ASSISTANT SECRETARY

The schools of King Edward VI in Birmingham wish to recruit an assistant secretary to act as financial controller of the foundation.

This is an appointment which will offer progressively increasing scope to a qualified accountant or accountancy orientated administrator, since the foundation consists of a central office and resources centre, five voluntary aided grammar schools and two direct grant schools which are becoming independent.

In addition to exercising financial control, duties will include dealing with matters relating to the educational administration of the foundation and supervising the development of a computerised financial records system.

Salary will be not less than £5,415 on scale which currently rises to a maximum of £6,033.

For an application form please write to the Secretary to the Governors, Foundation Office, Schools of King Edward VI in Birmingham, Edgbaston Park Road, Birmingham 15.

HM Inspector of Schools

ART EDUCATION

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspector with a major commitment in Art Education.

HM Inspectorate provides professional advice to the Department of Education and Science. All HMIs, ordinarily carry a general assignment as well as a specialist one. They inspect and advise schools, consult with LEAs and organize and take part in short courses for teachers and others in the educational service.

Candidates must have an appropriate qualification and have had a successful career in some aspect of art education. In addition they must have, or be prepared to acquire, an understanding of other art forms.

Starting salary within the range £6,025 to £9,415 (higher in London). Supplement under the Government's pay policy payable up to £8,500. Higher posts are normally filled by promotion.

Application forms and further information may be obtained from Miss B. C. Taylor, Department of Education and Science, Room 10/3, Elizabeth House, 39 York Road, London SE1 7PH, telephone 01-928 9222, extension 2237. Please quote 7/76E. Closing date November 10.

Department of Education and Science

EFL Materials and Equipment Officer

Experienced and creative EFL teacher with special interest/talent for hard/software required December, 1976.

Duties: To initiate, organise and make easily accessible new materials of all kinds especially tapes, videotape programmes, slides, etc. To carry out first-line maintenance of language laboratories, *recording studio, and other equipment.*

Essential: Ability to work largely unsupervised: willingness to help teachers at all times.

The ideal applicant will combine flair and originality in materials production with meticulous reliability in technical maintenance. Some teaching may be involved, mainly to test out new materials.

Salary £4,000+. Send for application form to The Principal, The London School of English, 15 Holland Park Gardens, London W14 8DZ.

Co-operative College

CO OPERATIVE UNION LIMITED EDUCATION DEPARTMENT

PRINCIPAL and CHIEF EDUCATION OFFICER

Applications are invited for the post of Principal of the Cooperative College/Chief Education Officer of the Cooperative Union whose services in Cooperative staff and member education are operated from Stanford Hall near Loughborough.

It is envisaged that the successful applicant would work alongside the present Officer until his retirement in the summer of 1977.

An attractive salary will be paid and residential accommodation is available.

Full particulars can be obtained from the General Secretary, Cooperative Union Ltd, Holyoake House, Hanover St, Manchester M60 0AS, to whom applications should be sent by not later than Tuesday, November 30, 1976.

THE VOLUNTEER CENTRE

PUBLICATIONS OFFICER

(£3,990-£5,010)

The Volunteer Centre was established to focus on the work of volunteers regardless of the statutory or voluntary organization setting in which they are to be found.

A major function of the Centre is to produce publications and we now require a Publications Officer to deal with all aspects of this work. This will include editing all published material, arranging for design and artwork and liaising with printers. There will be occasional opportunities to write articles.

Editing skills and experience and knowledge of print methods and costing are essential. Experience of commissioning, scheduling, liaison with designers and printers preferred.

Further details and application forms from the Administrative Officer, The Volunteer Centre, 29 Lower King's Road, Berkhamsted, Herts HP4 2AB. Telephone: Berkhamsted (0442 27) 73311.

London Borough of Havering
Social Services Department

Senior Residential Officer

SJAC Grade 3 Salary: £2,676-£3,165 p.a., plus £150 p.a. if suitably qualified, plus £285 p.a. London Weighting Allowance if non-resident or £183 p.a. if resident.

A Senior Houseparent for Cheviots, 3 Walden Way, Hornchurch, Essex, a small adolescent unit for 10 boys aged between 14 and 18 years.

The unit is run on a group work basis both for staff and residents. The successful applicant will be expected to deputise for the Officer-in-Charge. This is an ideal opportunity for anyone intending eventually to run their own unit.

Accommodation available.

For informal discussion contact Clive Best, Residential and Day Care Organiser, on Romford 66990, ext. 369.

Application form and further details from the Director of Social Services, Mercury House, Romford RM1 3DU.

Please quote ref SS 222.

Metropolitan Borough of
WIRRAL

EDUCATIONAL PSYCHOLOGIST
£3,900-£6,660+£312

Candidates should have an honours degree in Psychology, two years teaching experience and post-graduate training in Educational Psychology.

The authority has a school and pre-school population of approx. 82,000. The Schools Psychological Service operates in three centres with excellent working facilities and the strong feature is the establishment of an equal number of Educational Psychologists and Educational Social Workers, who participate fully in a team work approach. Strong links exist with the Schools Remedial Service operating a screening procedure and a secondary remedial service.

Preliminary enquiries to Mr. B. A. Bourne, Principal Educational Psychologist 051-647 8381.

Application forms and further details from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside L41 6NH; returnable by 12th November.

Candidates completing professional training in July 1977 should apply and other applicants without post-graduate training should mention that they are considering it.

NORTHERN IRELAND
EASTERN HEALTH AND SOCIAL SERVICES BOARD

TOP GRADE
CLINICAL PSYCHOLOGIST
BELFAST CITY HOSPITAL

Applications are invited for the post of Top Grade Clinical Psychologist at the Belfast City Hospital, Lisburn Road, Belfast.

Salary Scale: £7,551 (plus supplement of £312) to £9,186.

The successful candidate will be employed within the terms of the appointment by the Queen's University of Belfast, lecturing and examining in Clinical Psychology in the Department of Mental Health.

Canvassing disqualifies.

Applicants will normally be expected to have had at least four years' experience as a Principal Clinical Psychologist.

Application form and further particulars may be obtained from the Director, Northern Ireland Staffs Council for the Health and Social Services, The Beeches, 23 Hampton Park, Belfast BT7 3JN. Completed forms must be returned to arrive not later than December 1st.

CITY OF MANCHESTER
EDUCATION COMMITTEE
SCHOOL PSYCHOLOGICAL AND CHILD GUIDANCE SERVICE

EDUCATIONAL PSYCHOLOGISTS

Salary Scale: £3,852-£6,972

A vacancy exists for a basic grade Educational Psychologist in a service which has been recently re-organised.

The service is a large one, single, multi-disciplinary, widerranging with significant development afoot, in a major education authority.

In addition to the usual duties, responsibilities and opportunities of an Educational Psychologist, there is a real opportunity for initiative, continuous professional development and a high level of job satisfaction.

Candidates should possess:

(a) an honours degree in Psychology (or equivalent)
(b) a teaching qualification
(c) not less than two years' teaching experience
(d) successful attendance at a recognised post graduate training course in Educational Psychology.

Payment of removal and lodging allowances.
Casual Car Users allowance (under review).

Application forms and further particulars from the Chief Education Officer (Ref. E), Education Offices, Crown Square, Manchester M60 3BP.

Closing date: 26th November, 1976.

Examiners

EAST ANGLIAN EXAMINATIONS BOARD

for the Certificate of Secondary Education

Appointment of CHIEF AND ASSISTANT CHIEF EXAMINERS for 1978

Applications are invited for the undernoted posts in the following subjects:—

CHIEF EXAMINERship—as set Mode 3 examinations—Chemistry (Mode 3), Mathematics (Mode 3), English Literature (Mode 3), Chemistry (Mode 1), Physics (Mode 1), Biology (Mode 1), Mathematics (Mode 1).

ASSISTANT CHIEF EXAMINERS for each Mode 3 examination—Mathematics (Mode 3).

Candidates must be normally resident in the United Kingdom and be in possession of a degree from a United Kingdom university or equivalent qualification.

Further particulars may be obtained from the undersigned.

Applications should be made on the appropriate form, which may be obtained from the undersigned, and must be received not later than 1st December, 1976.

R. L. Hall, Secretary and Chief Executive, The Examinations Office, The Lindens, Lindens Road, Cambridge CB2 2EU. Telephone Cambridge 58133.

THE ASSOCIATED EXAMINING BOARD

FOR THE GENERAL CERTIFICATE OF EDUCATION

Wellington House, Aldershot, Hants GU11 3JQ. Telephone Aldershot 20281

The Board wishes to appoint A MODERATOR in Physics to the Advanced level for a period of two years to conduct a special-subject examination in the Board's Sixth Form area.

Application forms and further particulars may be obtained from the Secretary (Ref. E) at the Board's offices, and the completed forms should be returned as soon as possible.

Miscellaneous

CITY OF CHESTER

PLAY LEADER

(£2,13 to £3,597 per annum plus £525 per annum supplement)

A PLAY LEADER is required at the Ellesmere Port Adventure Playground which is under consideration and is intended to serve the children of the whole community of all ages. The major responsibilities of the post are to develop and encourage creative play activities for children and outdoor; to stimulate interest in activities at the playground among the local community and to participate in the management committee responsible for the efficient operation and administration of the playground. The Play Leader is responsible to the Leisure Services Officer (Youth Activities) and will be assisted by a committed person with imagination, enthusiasm and applicants should be over 21 years of age, regarding similar play activities.

The commencing salary will be determined by reference to age, qualifications and previous experience.

Assistance with removal and disturbance costs will be available where appropriate.

For an application form and job description, please write to the Personnel Officer, Town Hall, Chester CH1 2HS or telephone Chester 20343, ext. 213/6.

Completed applications must be returned not later than Monday, November 15, 1976.

THE SAVE THE CHILDREN FUND

Applications are invited for an exciting new post in the London Borough of Brent, to develop innovative working on a 4-year project. The post is for a social work team leader involving work with families and young children and as well as pre-school provision in close collaboration with school age children.

Applicants must have some experience of working outreach, be able to drive and to get on well with children and parents. This is a full-time, 3-year-renewable post.

Write or telephone Maureen Gallagher, Brent Family Service Unit, Save the Children Fund, 29 Queen Anne's Gate, S.W.1. 01-930 7472 ext. 35.

BARNET
(London Borough)

MUSIC—INSTRUMENTAL TEACHING TEAM

Applications are invited from qualified Teachers of C.S.E. to work in a full-time post under the direction of the Borough Music Adviser.

Applicants must be graduates or have an equivalent qualification and be able to play and teach a wide range of instruments, especially brass and woodwind. Experience of teaching in a multi-racial area would be an advantage.

Salary on Burnham Scale according to qualifications and experience.

Application forms and further details from Mr. R. Hall, Borough Music Adviser, Arts Education Service, Avenue House, 159 East End Road, London N3 2SY. Telephone 01-346 1000.

SURREY

AUDIO VISUAL TECHNICIAN

(Ref. No. 2)

Kingston upon Thames

Are you the Librarian and Resources Centre Manager we are looking for? Are you capable of running a busy audio-visual section, open to the public and schools?

Write for application form to the Director of Education, County Hall, Kingston upon Thames, Surrey KT1 2DY, quoting Ref. No. 2.

Closing date for receipt of applications 15th November, 1976.

MEDIUM FAIR THEATRE COMPANY

has been in existence for the last five years working in small and medium size theatres in the North Devon area. We have now decided to enlarge the Company with a minimum of performances of 200 a year. We are looking for committed people to join the present company and help to establish it as a full time professional theatre. We require actors of the ages of 25 to 35 and a combination of all these years of experience in theatre in the round.

Please write in confidence to Medium Fair Theatre Co., Marshwood Hall, Kingsland Road, Bideford.

KENT

CHILD LIAISON SOCIETY
CHILD THERAPIST
FIXED TERM CONTRACT

The Child Liaison Society and Clinic is a voluntary body providing therapeutic help through play for disturbed children and their families. The Clinic is staffed by a team of professionals who work in the Clinic and in the homes of the children. The successful applicant will have the chance to participate in the team for Child Psychotherapy and to work with children and families.

Applicants must be graduates in Psychology or Social Work and have had at least two years' post-graduate experience. Preference will be given to those who have had training in Child Psychotherapy.

Salary will be on the Whitley Council scale for Psychologists, Grade A, £3,495-£4,815 per annum.

Applications, giving full details of qualifications and experience, should be sent to the Director, Child Liaison Clinic, Ashford, Kent TN24 8LX, to whom they should be addressed, by 15th November, 1976.

DURHAM

COUNTY COUNCIL
MUSEUM OF ARCHAEOLOGY
HADRIAN'S WALL
Assistant Keeper required for post of Museum Assistant. Duties will include responsibility for Roman pottery collection. Experience of museum work desirable. Salary £2,676-£3,165 per annum. Application forms from Keeper of Museum of Archaeology, Hadrian's Wall, Corbridge, Northumberland NE45 5NT. Closing date 15th November, 1976.

MANCHESTER

Applications are invited for the post of Assistant Lecturer in Education. Knowledge of Mathematics and Science desirable. Salary £3,496-£4,815 per annum. Application forms from Registrar, Manchester Polytechnic, All Saints, Manchester M15 6BH. Closing date 15th November, 1976.

LONDON

CHURCH YOUNG PEOPLES THEATRE

Auditions Saturday 27th November 1976 for ACTRESS 17+, GIRL 13+.

Rehearsals from 3rd January, 1977.

Application, with stamped addressed envelope to the Director, Greenwich Young Peoples Theatre Centre, Burrage Road, Plumstead, London SE18 7JZ.

HEREFORD AND WORCESTER

COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST MALVERN FIELD CENTRE
Old Hollow, Malvern, Worcs.

TEACHER required for April, 1977, or as soon as possible.

To be responsible for teaching Field Geography to A level and to assist with Environmental Studies and Outdoor Pursuits with pupils of 11 years and above.

Appropriate graduate qualifications and teaching experience are required. A Grade 2 post is available for candidates with suitable qualifications/experience.

Further details and application forms are obtainable from the County Education Officer (A.7/27), Education Offices, Castle Street, Worcester. Tel. 5421, and completed applications should be returned to the Warden of the Centre as soon as possible and not later than 10th November, 1976.

English as a Foreign Language

EFL TEACHERS

We need both full and PART-TIME Teachers to start in January.

If you are interested, and have a degree or equivalent and at least one year's experience, please write for an application form to:

The Director of Studies, Bell Language School, Cambridge. Tel. 56565.

LANGUAGE TUITION CENTRE

26-30 Oxford Street, London W1A 4DY

Applications are invited for two vacancies to teach ENGLISH to overseas students.

Applicants should have a degree and a recognised teaching qualification and at least one year's experience. Salary on Burnham Further Education Scale 3 according to qualifications and experience. Ten weeks.

Apply in writing with curriculum vitae to the Principal.

RUTLAND

CCC. DIRECTOR OF STUDIES for Summer School and possibly a new Sixth Form Unit.

Good salary.

Curriculum vitae to Mr. Walter, Oakham School, Chapel Close, Oakham, Rutland.

SUSSEX

DIRECTOR required for

BRIGHTON HOLIDAY SCHOOL

Applications are invited for the post of Director of Studies for Summer Schools and possibly a new Sixth Form Unit.

Good salary.

Curriculum vitae to Mr. Walter, Oakham School, Chapel Close, Oakham, Rutland.

SUSSEX

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BRIGHTON HOLIDAY SCHOOL

Applications are invited for the post of Director of Studies for Summer Schools and possibly a new Sixth Form Unit.

Good salary.

Curriculum vitae to Mr. Walter, Oakham School, Chapel Close, Oakham, Rutland.

ENGLISH Teaching Centre needs part-time European staff. Experience not essential. Apply to Director, 2 Leinster Gardens, London W2.

REQUIRED Australian/NZ graduate with TEFL qualification and experience for EMI/Fiji teaching and PASTOR. All £4,000 and upwards. Write and indicate date available, reading and letter of interest to Personnel Manager, 27 Queens Gardens, London W. 2.

LONDON

THE CONVERSION COURSE

FIRST B.A. DEGREE IN CHEMISTRY

Applications are invited for places in the first year of the conversion course leading to the first degree in Chemistry.

Applicants should have a good honours degree in a subject other than Chemistry.

Further information and application forms may be obtained from the Secretary, Faculty of Science, Chelsea College, University of London, Manresa Road, London SW3 6LX.

DRAMA AND CRAFTS

Part-time Tutor required for Drama and Crafts.

Apply Principal, Bilton Grange, Dunchurch, Rugby.

DRAMA AND CRAFTS

Part-time Tutor required for Drama and Crafts.

Apply Principal, Bilton Grange, Dunchurch, Rugby.

DRAMA AND DANCE

Part-time Tutor required for Drama and Dance.

Apply Principal, Bilton Grange, Dunchurch, Rugby.

DRAMA AND SPEECH

Part-time Tutor required for Drama and Speech and Drama.

Apply Principal, Bilton Grange, Dunchurch, Rugby.

DRAMA AND SPEECH

Part-time Tutor required for Drama and Speech and Drama.

Apply Principal, Bilton Grange, Dunchurch, Rugby.

The courses are to be established in September 1977.

Applications should be made to the Secretary, Faculty of Education, Polytechnic of North London, Holloway Road, London N7 8DB.

Further information may be obtained from the Secretary, Faculty of Education, Polytechnic of North London, Holloway Road, London N7 8DB.

WEST YORKSHIRE

BINGLEY COLLEGE

CERTIFICATE COURSE

Autumn term 1977

Applications are invited for places on the above course.

This course is designed to prepare qualified Social workers as Outdoor Pursuits instructors.

It will be based at the Outdoor Pursuits Centre at Ingleborough, Clapham, Yorkshire.

The work done is very much to make the educational use of the area for study and development the aims and attitudes.

Candidates will be required to have a knowledge of Outdoor Pursuits and may be asked to attend an interview.

Particulars and forms of application may be obtained from the Principal, Bingley College, Bingley, West Yorkshire BD16 2AH.

OUTDOOR PURSUITS

Studies. Organ Instructors required for Centre in Scotland. Accommodation is provided. Full-time, permanent positions. Write with full details of qualifications and experience to: Mr. Taylor, Outdoor Pursuits Centre, Glenmore Lodge, Aviemore, Inverness-shire PH22 1QU.

RUSHING & Field Tuition Centre, Dorset, require Tutors for Geology, Geography, Biology, Field Studies, Physics, Chemistry, Art, Drama, Pottery, Photography, Canoeing, Sailing, Rock Climbing, Pony Trekking, Archaeology, Orienteering, Caving, Riding, Swimming, Rambling, Camping, Cookery, Secretarial, Nursing, Boat Building, Metalwork, Woodwork, Leatherwork, Textiles, Weaving, Dyeing, Printing, Photography

Music

To stimulate or still?

Robin Maconie on the Contemporary Music Network

A children's concert and a press conference act as timely reminders that in the midst of much individual effort of great virtue in the pursuit of musical understanding there still remain institutions who, by a combination of mediocre values and monumental inertia, labour to close our minds. The Arts Council announces yet another Contemporary Music Network. The recipe is the same: a great deal of money to be spent sending a wretchedly small number of urban establishment ensembles on a promotional crusade to the outer regions. £100,000 on 98 concerts, in the name of contemporary music and on the assumption that the provinces, whether they realize it or not, ought to have it.

Why does it have to be assumed that the provinces are unenlightened, unmusical, or living in the past? All the evidence points the other way: that the provinces are in the process of rediscovering their own musical heritages, and actively contributing to a revival of local culture. They have their composers. They have their performers, their groups, their orchestras, and decent musicians they are. If contemporary music means anything at all, it means music happening now, not music composed 20, 30, 70 years ago which the musical establishment has only just woken up to. And even in the provinces they do have radios, record players, tape recorders.

It is not as though the London Sinfonietta, the Tuckwell Wind Quintet, the Nash Ensemble—all estimable bodies, but purveying at £1,000 a concert a philosophy of efficient musical industry and cultural anonymity—were bringing anything to the outer suburbs that could not be heard on record. Their programmes are worthy, in many cases (Dallapiccola, Tippett, Schoenberg are featured), but the expense of taking live performances to people who need, if they need these composers, to hear them more regularly on radio, is grotesquely out of proportion to the benefit that might be received.

Of course, it is easy to say that the composers are not half as important to the scheme as the performers are. It is manifestly obvious that the £100,000 goes to a few very lucky performers. Not to composers, by and large, for most of those featured are already dead, and those who are not will not get much anyway. Not to the regions, for those who attend these concerts will have to pay for the privilege of having cultural superstars descend upon them. No, this Contemporary Music Network, like all such music promotional enterprises arranged by an organization with no sense of where its responsibility to music truly lies, advised by that Society of Buried Talents, the British Section of the ISCM, is simply a device to divert surplus funds away from where it could do most good—that is, in the regions themselves—into the pockets of London's talented and affluent musical middlemen.

Responding to an appeal by its formidable director, Mrs Helen Read, I attended an afternoon concert at the Royal Festival Hall organized for children by the Ernest Read Music Association, ERMA. Mrs Read is discreetly alarmed at a slight drop in season ticket sales for the current year, and is inclined to think that the current economic situation may account for the decline. I am not so sure, having been to the concert and studied the forthcoming programme announcement. Whatever one feels about the content of ERMA Children's Concerts, they certainly are not overpriced at 80p to hear an orchestra like the New Philharmonia.

The reason, I think, may go rather deeper than that. The world of music has changed, and ERMA has not. Children today hear and respond to a vastly greater repertoire of musical types than were current "during the War". But ever ERMA that greater repertoire might as well not exist. Early romantic, later romantic, the occasional post-romantic and latter-day nostalgist: that is ERMA's limit, and it is not enough. And it has stopped being a matter of taste and accessibility, and become an ideology, a dogma. This will not do.

To be a member of one of ERMA's audiences, one has to have exemplary patience. It was the longest hour and a quarter I have ever spent in my life, from the admonitory National Anthem, through Rossini's Semiramide Overture, Rachmaninov's Paganini Rhapsody (that great Russian bore), most good—that is, in the regions themselves—into the pockets of London's talented and affluent musical middlemen.

Responding to an appeal by its formidable director, Mrs Helen Read, I attended an afternoon concert at the Royal Festival Hall organized for children by the Ernest Read Music Association, ERMA. Mrs Read is discreetly alarmed at a slight drop in season ticket sales for the current year, and is inclined to think that the current economic situation may account for the decline. I am not so sure, having been to the concert and studied the forthcoming programme announcement. Whatever one feels about the content of ERMA Children's Concerts, they certainly are not overpriced at 80p to hear an orchestra like the New Philharmonia.

The reason, I think, may go rather deeper than that. The world of music has changed, and ERMA has not. Children today hear and respond to a vastly greater repertoire of musical types than were current "during the War". But ever ERMA that greater repertoire might as well not exist. Early romantic, later romantic, the occasional post-romantic and latter-day nostalgist: that is ERMA's limit, and it is not enough. And it has stopped being a matter of taste and accessibility, and become an ideology, a dogma. This will not do.

To be a member of one of ERMA's audiences, one has to have exemplary patience. It was the longest hour and a quarter I have ever spent in my life, from the admonitory National Anthem, through Rossini's Semiramide Overture, Rachmaninov's Paganini Rhapsody (that great Russian bore), through the obligatory massed sing (in which "Harlech for the Right" came out suspiciously like a Powellite rally) to the last dying reverberation of Dvorak's Scherzo Capriccioso. For a programme selected for musical good humour the performances were sternly driven; Howard Shelley was a valiant soloist in the Rachmaninov, but a dispirited air lay over the orchestra throughout. It was music intended not to stimulate, but to still its listeners.

Theatre and education

This year, next year...

Heather Neill

The most important development in drama teaching this month must be the first signs of a movement towards setting up a National Association of Drama Teachers. At the meeting on October 2 to discuss the representation of drama teachers on the new Drama and Theatre Education Council (reported in *TES* October 8) it became clear that many teachers are still battling for proper recognition of their subject and feel isolated in this. The National Council for Theatre for Young People is attempting to organize regional councils with a view to setting up a national body to represent the interests of drama teachers. The NCTYP's address is 9 Fitzroy Square, London W1.

Next year's National Student Drama Festival is to be held at St Andrew's, Scotland, between April 1 and 9, the Scottish Tourist Board again sharing sponsorship with *The Sunday Times*. Selectors will travel the country to see entries, which can be "of any length, style, setting or type" and the programme will be finalized by February 28. Booking for accommodation and theatre tickets (a season ticket is available) opens in the first week in March. Further information from Clive Wolfe, festival director, 20 Lansdowne Road, Muswell Hill, London N10 2AU (01-883 4586).

Other events: An African Theatre Workshop, run by Oxfam and the Africa Centre at the latter's headquarters, King Street, WC2. 10 am to 5 pm, November 13. Fee £2.20 (Margy Brearley, 01 836 1973) Stanhope Theatre Company (Stanhope Adult Education Institute, Longford Street, London NW1, 01-387 6787) will present their first production in their new theatre, *Habeas Corpus* by Alan Bennett (November 4, 5, 6). The Birmingham Youth Theatre's new one-act play by Ray Speakman and Derek Nicholls, *Loyalties*, about a group of people stranded on the roof of a Disco, will be on the Studio between November 2 27 (021-236 4455). Queen Mary College, London, have designed production of *Macbeth* to interest schools. Performances on November 2, 3 and 4 in the Great QMC, Mile End Road, London 4NS. The Bosworth Festival at the Bosworth College, Lane, Desford, Leicester (0 2841/2) offers a variety between November 21 and including a day of improvisation the director of the Hornchurch Studio, a day of drama with the Phoenix Theatre company a day of dance and with E. A. Whitehead.

The Unicorn Theatre, Port Street, London, WC1 3334) will present perform *Lucifer's Fair*, a Halloween eight year olds and over, at every Saturday and Sunday October 30 to December 5. Festional touring company East Midlands, EMMA, their first performance of light-hearted documentary early life of D. H. Greasley Parish Hall, Notts, on November 2 at (0509 67156/7). Stagecraft Tyneside touring company duction of *The Day that the Came Down* by Joe seven to 11 year olds, will castle University Theatre November 3 to 13 (Newcastle In London, the Cockpit Theatre half-day touring investigation *A View from the Bridge* for fifth and sixth forms, will be able between November December 14. The Greenside People's Theatre's winter and winter activities include Saturday morning productions primary age children at the shed, Woolwich SE18 (01-85 Tomorrow, at 10.30 am Pete pets appear in *Frost in May* Tickets 20p each.

Theatre

Politics and passion

The Young Vic's season opened with a production of *Antony and Cleopatra* which has pace and simplicity of style, but seldom hints at any complexity, even passion, in its protagonists. Delphine Seyrig's Cleopatra, startling in ginger wig and matching eyebrows, looks more like a Nordic heroine of the Serpent of the Nile. She is too much the conventionally hysterical female to be a convincing politician, flailing with her little fists instead of commanding with an eyebrow. There is little dignity here, let alone imperiousness, until the death scene where she is more at home with brave defiance.

There is never much evidence, either, of passion between her and Antony. Instead of the soldier/politician who has lost his head to a captivating woman, Michael Graham Cox gives us a handsome, smirking opportunist. When he hears of the death of his wife, Fulvia, instead of discovering that he has not understood his own feelings, this despite singing a very pious *of never* he is moved and saddened by it, this moves the irony and ambiguity and all but jumps for joy.

Frank Dunlop's production without the pleasures of Octavius (Anthony Hopkins) louder to the point of being mined chin, Natasha Pyne as Sylvestre—white-blonde and respectively—make a convincing Iras visually, screeching their the caressing they are meant in for does not make up for lack of careless rapture in the ground). Alfred Lynch as Lepidus, *dignified* even in *are effective* as the politicians and the set is a happy mixture pyramid and staircase. Every of fun is extracted from the ing scene and there is never a moment *altogether* happy or two.

Heather

ETV

Simple beginnings

Cherida Mares on early reading

Following the recommendations of the Bullock report, the BBC's *Teaching Young Readers* (Radio 3, Tuesday 7-7.30, October 26 to November 30) makes a practical contribution to in-service teacher training. This 10-programme short course on the development of reading and writing skills will be followed next year by a series for teachers in middle and secondary schools.

The programmes aim to help teachers faced with the problems of teaching reading to 30 or more children with different abilities, backgrounds and needs. The central theme is the organization of activities to enable children to learn and practise skills. It covers the aims of language teaching for individuals and groups; testing and diagnosis; record keeping; evaluation; and teaching styles.

Material recorded in discussion with teachers or in the classroom is of particular value, as no amount of theorizing can replace examples of teachers' responses to children's needs. Parents who question the value of games and other seemingly non-educational activities would also find enlightenment in seeing how language and deductive skills develop from such apparently simple beginnings.

The programmes will be useful to teachers who change the age group they teach. However good the teacher training, teachers with, say, experience only of top infants may be uncertain how to approach a reception class. Here again the recording of a teacher working on pre-reading skills with a new reception class and later discussing the reasons behind the procedure, is extremely helpful.

The book *Teaching Young Readers* (part 1, age four to nine) is also excellent. Few books on this subject collate so much information or make it so accessible, encouraging and stimulating. The first section is mainly for student teachers, but the sections on organizing language teaching on assessment and resources give an impressive breakdown of the procedures involved.

A different aspect of literacy skills was tackled in *Children and Books*, BBC Radio 3, which looked at the way parents can help children discover the pleasures of reading. The series brought together educationists, authors, librarians and poets to examine the reading habits of children, the literature available for them and the relationship between reading and children's emotional, intellectual and educational needs. This philosophical background was very interesting, particularly its examination of the way children re-live and understand disturbing experiences.

Parents who worry about their children not reading may have found discussion on this topic helpful. It gave advice on how parents can form a bridge between television and reading, and how by reading aloud and discussing books with their children they can foster a desire to read, give confidence and remove what the programme described as "the sacrosanct imposition of the image of school on private life".

It did not, however, offer much help for parents who already do this but still have children who cannot read. The suggestion that teenage and younger children do not read because to do so they have to make a deliberate and almost anti-social decision to be alone at one of the most sociable times of life, does not fit in with the view that children of this age do much of their reading in bed.

The problem with a programme like this is to estimate the needs of such a wide audience. Parents interested enough to be listening at all hardly needed to be told the value of nursery rhymes or where to find them, or that poetry gives many levels of meaning in few words.

It is also difficult to recommend books suitable for different ages and the suggestion that the *New Oxford Book of English Verse* will be read happily by 10-year-olds, is as likely to lead to disappointment as the comment that *The Phantom Tollbooth* (read widely in primary schools) is suitable for 12-year-olds. A list of recommended books for children of different ages and interests is available from the BBC.

Film

Bobbies or tyrants?

Roy Blatchford on 'Juvenile Liaison'

Following the first public screening at the 1975 London Film Festival, *Juvenile Liaison* was withdrawn by the governors of the British Film Institute. In the year since, it has been at the centre of parliamentary debate and the instigating force behind the Home Secretary's inquiry into the police scheme focused in the film's 90 minutes.

The ban on its release has recently been waived in favour of audiences of professionals concerned with young persons. Thus, those at whom guns are pointed in the film—police, teachers, education welfare officers, psychologists and, indirectly, administrative bodies—can now judge for themselves the source of the furore.

The viewing is a frustrating disappointment. Nicholas Broomfield and Joan Churchill worked with the Juvenile Liaison department of the Lancashire police force, following two officers in their routine. The opening sequence has the honesty to inform that in the year in question almost 3,000 cases came before the department. We see but a handful. The honesty ends there.

First shots in the field see the middle-aged, father-figure policeman pulling the hair of an 11-year-old boy who has been belting his mother. The boy is leant on, the poorly positioned roving microphone (a feature of the entire film) picks out a few remarks of repentance, the mother shrugs and the officer moves on. His approach is the time-honoured one—now fast fading—of the friendly bobby moving among the community upbraiding and correcting with the back of the hand.

Yet the film never allows an ounce of compassion to show through in the actions of the police. A brief emerges: police are tyrants, their customers—harassed victims.

Subsequently we witness a policeman "interrogating" a young teenager; the crime: theft of felt tip pens and an apple from another pupil. At the showing I attended, officials from the metropolitan service were quick to express their doubt at police being called into an internal matter. For them, active and successful juvenile liaison involves talking to school assemblies, clarifying the role of the beat officer, and forging genuine links which will improve relationships.

This aspect of a juvenile bureau's work we do not see. When in the final reel the cameras watch the questioning of a seven-year-old in a cell (the age of criminal responsibility is 10 and he had apparently stolen a cowboy-suit from a classmate), taken there to give him a whiff of unwashed latrines, we see why Home Office sensibilities were offended and inquiries rightly set in motion.

What then do we make of *Juvenile Liaison* as cinema? Those familiar with the superlative documentary work of Frederick Wiseman can testify that when cameras roll uninterrupted, truth will out. The 167 minutes of *Welfare*, where Wiseman watches "social inadequates" in their daily quest for funds from an ungovernable and undermanned state department of social security, are memorable cinema vérité. In *Juvenile Liaison* much of the vérité has been expurgated.

To many, the film might seem an undisguised attack on a system which though not perfect seeks to deal sympathetically and compassionately with social misfits. The BBC's screening *Gale is Dead* pinpointed individuals whose curative needs are best served by saving them from themselves in the only way possible—detention. To release them is to fix them to die.

The film perhaps labours to say that there are too few trained to guide, and that occasionally police/teacher/social agency intervention is wilfully inappropriate. Unhappily in some dilemmas those to whom it has most to say.

It is a lesson in ill-conceived direction. Sequences which participants clearly indicated were not to be filmed were captured regardless. To what extent, one would like to ask of the directors, were the sad stars of the screen—inadequate mothers, dazed children—a party to their being studied? Woodstein at least admitted they were as culpable as their victims of a dirty trick's campaign in exposing Watergate.

I do not attack the film for the people it chooses to attack. All involved may come to reappraise their approach. Many will laugh and dismiss. *Juvenile Liaison* is cinema to promote debate but has lost its credibility in the cutting room.

Briefings

Radio and TV

Further education

Sorry—No Disabled (Sunday 12.35 BBC 1)

A "Contact" investigation into life from a wheelchair. Focuses on everyday living.

Signs of Trouble (Tuesday 23.05 BBC 1)

Examines the life of a young offender in Springhead Park Community Home.

For schools

Merry-go-Round (Monday 10.00, Thursday 9.41 BBC1)

First of a new unit on communication. Compares the high speed methods of modern newspaper printing with the earliest printing presses.

Look Around (Monday 10.25 ITV)

This environmental science series for the over 10s discusses new sources of energy.

The Land (Monday 10.40, Wednesday 11.39, Friday 10.30 ITV)

Exam-oriented geography series starts a new group of programmes on mountains. Filmed around Aviemore, the Cairngorms are explored to illustrate glaciated troughs, screes and corries.

Springboard (Monday 11.20 VHF 4)

The works of T. S. Eliot help 7 to 9-year-olds understand the desert.

Picture Box (Tuesday 11.22, Thursday 10.16, ITV)

Eight to 11-year-olds study the antics of the duck-billed platypus shown swimming and enjoying life in Australia.

History Long Ago (Tuesday 14.00, VHF 4)

The critical role of steam in the industrial revolution is the motive power for programmes this half-term.

English (Tuesday 14.30, Thursday 14.14, BBC 1)

Gogol's classic *The Government Inspector* begins a three-programme run.

Stories and Rhymes (Tuesday 14.40, Thursday 10.18, VHF 4)

"Anything can happen" is an apt title for a miscellany of poems by Jacques Prévert, Ted Hughes and Spike Milligan.

Focus (Wednesday 14.40, Thursday 13.55, BBC 1)

A factual programme for sixth-formers about the transition from school to work.

Revolutionary?

Robin Wood

There are a number of reasons extraneous to the film's merits that are likely to predispose critics in favour of *Winstanley*, the film by Kevin Brownlow and Andrew Mollo about the "Digger" rebellion in the time of Cromwell, now running at the Other Cinema. One is eager to find merit anywhere in the British cinema; its commercial area (apart from a few marginal signs of life in the horror genre) is so impoverished, its prestige productions (*O Lucky Man!*, *Mahler*) so self-conscious, so safe, so lacking in interest (as well as sympathy, knowing the heartbreaking obstacles and setbacks) at any independents' effort. More particularly, one knows that *Winstanley* was a labour of love that Brownlow and Mollo struggled for years to set it up and shoot. It is that it was made under conditions demanding the utmost dedication from everyone concerned. And then there is the Other Cinema, for years among the most enterprising and committed of British independent distributors, an important force in British film culture, who, after a period on the brink of financial disaster and potential dissolution, have chosen *Winstanley* with which to open their new

Barbara La Marr, wearing a costume designed by Charles LeMaire in "The Heart of a Siren" (1925). This is one of the many photographs in "Costume Design in the Movies" by Elizabeth Laese, with a foreword by Julie Harris, (BCW £8.50). It is a detailed directory of designers, of interest to both film and fashion buffs.

The esoteric appeal of Samuel Beckett

Frances Farrer

Words and Music
Embers
Eh Joe
by Samuel Beckett.

Stereo sound recordings as cassettes or open reel tapes, video-recordings on Philips VCR or Sony U-Matic cassettes.
University of London, Audio-Visual Centre, 11 Bedford Square, London WC1.

The radio and television plays of Samuel Beckett are rarely produced. One or two broadcasts each has been the usual quota. So now Dr Katherine Worth, reader in English at Royal Holloway College, has recorded three of the plays for use on her own courses and for hire.

The plays were produced at the University of London's Audio Visual Centre whose output until recently has been made up of talks and demonstrations heavily biased towards science. Professional actors were employed and Dr Worth was encouraged by Beckett himself, who also suggested Humphrey Searle to compose new music for *Words and Music*.

Words and Music was written for radio. It is an exploration of the artist's difficulties in creating and in approaching a personal reality. His modes of expression are those of the title. Words and Music are characters but they are dependent on the artist for their creative existence, and even when coaxed or shouted at are reluctant to do more than repeat old themes and ideas.

Patrick Magee plays Words with precision and some humour, and Denys Hawthorne as the artist ranges very well between querulousness and despair. As the music was commissioned, Music is a new character. He is an impressive one, entering and leaving the play with varying degrees of enthusiasm, repeating himself, expressing disappointment. As in all Beckett's work there is little optimism.

Words and Music is the simplest of these plays and probably the one most useful for schools. This production is clear and direct and should appeal to sixth-form students of Beckett or related modern literature.

Embers, also written for radio, is more complex. The central character, Henry (Patrick Magee) is obsessed by the sound of the sea, which he hears all the time. During the play he is sitting on the shore, or imagining that he is, reflecting on his past, summoning memories and telling stories to bloc out the insistent noise of the sea.

He recalls his father, who found him spineless, his wife, who dragged him into domestic trivia and his daughter, whom he disliked. Henry associates ordinary life with conventionality and so avoids plunging into it, but staying on the shore is lonely and unsatisfying and his distractions are less and less able to protect him.

Embers is well played and well recorded, the stereo is excellent for the omnipresent sea, and Elvi Hale plays both wife and child with sensitivity and skill. But the concepts are sophisticated for all but advanced sixth formers.

With *Eh Joe* the Audio Visual Centre has rather overtaxed itself. This is a television play with almost no action, which presents great problems to the director. David Clark, who also directed the two radio plays, keeps the main character as a talking head for most of the play simply closing in slowly on the face. While Patrick Magee varies his expression constantly, it still makes very poor viewing.

Joe is a middle-aged man who, like Henry, is obsessed with his past. Joe's memories are of women he has manipulated and in one case destroyed, bringing on himself a terrible isolation. Only one voice is heard, that of one of the women (Elvi Hale), Joe sits on his bed listening to the monologue with increasing distress.

Since Joe has no lines, he can only respond with his facial expression and the posture of his body, which in this production is out of shot most of the time anyway. Patrick Magee manages an impressive range of despairing expressions ending in tears but cannot compensate for the unimaginative camerawork.

All three productions can be hired, *Words and Music* and *Embers* at £6 for 10 days, *Eh Joe* at £12 for 10 days. They may seem to have an esoteric appeal but for schools that are prepared to take a risk, these productions are highly professional.

Tim Brooke-Taylor (right) and Graham Chapman play two unlikely song writers in "You Must" (Sunday 12.10, Thursday 19.05, BBC1), the follow-up series to "On the Move", which aims to encourage those with difficulties in reading and writing.

Music Conversations

Due to the more unfortunate side effects of the gramophone record is that people do not always listen to what they choose to hear. The degree to which musical wallpaper is applied to all surfaces of life should warn genuine music lovers to exercise more assiduously their aural faculties. The string quartet is the ideal medium to keep one's ears in shape. While its four voices can achieve profound intellectual complexity, as in Beethoven's opus 131, or Bartók's Third Quartet, they do not always converse so seriously.

Schubert's early quartets have a grace and wit that immediately arrest attention, and their pleasant banter can often be heard more distinctly through unobtrusive. To come upon the early G major Quartet opus 161, the forerunner of its expansive and passionately intense as to shake one's confidence in accepted truths. The Melos Quartet of Stuttgart, in their complete recording of the composer's quartets (2740 123; £16.50), encompass its wide emotional range with breathtaking mastery. Indeed, they are supremely eloquent throughout the set. The album is an outstanding achievement.

Dvorak, a composer of genius, reserved his most powerful utterances for large scale works, though the Quartet, Opus 106, proceeds with an unexpected urgency and the Dumky Trio is fraught with a searching melancholy. Instead, he invests his chamber works with an abundance of enchanting melodies and considerably rhythmic energy. The admirable Janacek Quartet perform two of the best Quartets, Opus 96 ("The American") and Opus 105 (2530 632; £8.95) with idiomatic relish.

Those wishing to test their stamina at a single sitting can safely be recommended the second quartet of the Iconoclast Charles Ives. He confidently kicks over the traditional nineteenth-century of his first a year before the second quartet as "for who converses, discuss and re 'politick', fight, shake a shut up—then walk up the rainside to view the Concord Sprite". The Concord String Quartet the arguments of this work with superb clarity and (H-71306; £2.75). Their performance of the more traditional of the more traditional equally convincing. David